DOCUMENT RESUME

ED 045 333 24 RE 003 270

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TITLE	[Training Evaluators of Reading Programs.]
INSTITUTION	Indiana Univ., Bloomington. Measurement and Evaluation Center in Reading Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-9-0473
PUB DATE	70
GRANT	OEG-0-9-090473-4231(010)
NOTE	571p.
EDRS PRICE	EDRS Price MF-$2.25 HC Not Available from EDRS.
DESCRIPTORS	Educational Programs, *Evaluation, Evaluation Techniques, Federal Programs, *Measurement, Measurement Techniques, *Program Evaluation, *Reading, *Reading Diagnosis, Reading Programs

ABSTRACT

The Measurement and Evaluation Center in Reading Education (MECRE), funded through the U.S. Office of Education, was designed to study evaluation procedures presently in use and to prepare materials to assist school officials in evaluating reading programs. Emphasis was to be on evaluating Title I and Title III projects, and it was hoped that weaknesses in prior evaluations of these projects would be overcome through the work of the present study. Data were collected regarding present procedures, a definition of what evaluation ought to be was formulated and the role of the evaluator was defined. Part of the project included conducting a workshop in which school evaluators were taught to use materials prepared by the MECRE staff. Included among the final report materials are descriptions of the entire project, a collection of research and opinion on the broad subject of evaluation, and a paper dealing with measurement in reading. Included as materials intended for use in training evaluators are an evaluation training package, a taxonomy of techniques for use in evaluating reading programs, and several selection and rating sheets. [Not available in hard copy due to marginal legibility of original document.] (MS)

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Introduction

In June, 1969, the Measurement and Evaluation Center[1] received funds from the U.S. Office of Education to conduct a study of evaluation procedures and to prepare materials that could assist evaluators of reading programs. The emphasis of this study was on Title I evaluation because several surveys conducted since the initiation of the Title I and Title III programs[2] have indicated that the area of evaluation is weak in these project reports. Moreover, approximately 70 per cent of the Title I projects consist primarily of reading and presumably any training materials created for Title I and Title III evaluators of reading will also aid those evaluators already working in the field of reading.

Description of the study

To overcome the evaluation weaknessess of Title I and Title III projects, to define educational evaluation and to bring it into focus, and to provide guidelines and training materials for evaluators, the Measurement and Evaluation Center developed a six-phase project:

1. From research data and from position papers, evaluation concepts that could be applied effectively to Title I and Title III reading programs were collected and summarized.

2. The population was surveyed. Using a proportioned sample procedure, 1,250 evaluators from Title I and Title III programs were contacted and asked to complete a questionnaire.

3. The data from the approximately 500 responses were used to create a profile of evaluators and to contact evaluators in order to present some preliminary materials and guidelines for evaluating reading programs.

4. Two groups of 25 evaluators came to Indiana University to discuss the ideas developed in this project, as well as to use and to evaluate the Simulation Training Package that had been created. One group consisted of evaluators from large school systems of 12,000 or more

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[1] The Measurement and Evaluation Center in Reading Education is part of the Reading Department in the School of Education, Indiana University, Bloomington. Dr. Carl B. Smith is the director of MECRE.

[2] In their 1967 U.S.O.E. project, Survey of Title I Reading Programs, Austin and Smith found that the evaluation component was one of the identified weaknesses in the programs. Most of the evaluation techniques used tended to fall into a pre- and post-test determination of gains. The 1967 Miller Report similarly assessed the Title III programs. Further, the education journal, Theory Into Practice, has noted that practitioners in education lack knowledge in the theory and practice of evaluation.

students. Evaluators from districts with fewer than 12,000 students constituted the second group. A third group evaluators were mailed the same materials to study at home.

5. Using the evaluations from these three groups, a panel of experts assessed the materials.

6. The Simulation Training Package was revised, and the final report of the project was compiled.

The pages that follow contain the simulation training material along-with some introductory statements about the meaning of program evaluation.

Definition of Evaluation

In the last two or three decades, evaluation has been a changing concept. The term has been used to encompass a variety of activities: conducting experimental research, grading people, judging subject areas by general lists of criteria, comparing scores from standardized tests, or even giving "gut" reactions to programs under consideration.

As evaluation is defined in this project, however, it is a new discipline: evaluation is a continuous assessment concerned with answering decision-making questions. For example, at the beginning of a project a decision-making question is, "What should this Title I project focus on?" At the end of the project another decision-making question has to be asked: "Is this reading program worth continuing next year?" And, of course, there are many other decision-making questions during the course of the project.

Several educators have attempted to describe continuous evaluation using different models and terminology. Scriven speaks of formative evaluation (evaluating a program as it is being developed and carried forward) and summative evaluation (evaluating a program when everything is finished.) In other words, how does it all add up? In contrast, Robert Stake talks about antecedents (What exists prior to the project?), and transactions and outcomes (What has happened as the project has developed that will affect the results?).

The continuous concept used in the Simulation Training Package, however, is the evaluation model created by Egon Guba and Daniel Stufflebeam. Their model is named by its acronym CIPP--context, input, process, and product evaluation. The phases indicate a constant concern for evaluating a project from the initial stages of determining needs to the concluding stages of examining the final product.

Continuous evaluation includes several basic activities: creating a proper climate for evaluation, training personnel to become sensitive to decision-making stimuli, collecting data for feedback, modifying operations, and emphasizing decision making for all project personnel.

Part of the evaluator's responsibility is to create the proper climate for evaluation. Therefore, the evaluator is not a data collection technician but rather a manager with plans to carry on evaluation throughout the course of the project. Additional personnel must be trained, however. Evaluators, most of whom have other responsibilities, can not possibly conduct all of the evaluation activity personally, so they must train other people to help. But, these added personnel must be oriented and made sensitive to decision-making stimuli. For example, a superintendent or a principal will be pressured by P.T.A. groups, community action groups, or student groups to install additional equipment or to alter a curriculum. An evaluator should be sensitive to these pressures and try to foresee them so that he has some plan, some program ready to meet the problems associated with pressures on the decision-maker.

Collecting data to feed back into the program to constantly modify the operations is another phase of continuous evaluation. Decisions must be made often if a program is to remain up-dated.

In developing a curriculum, there are many levels of decision making as well as many different roles for decision makers. From the federal level to the local level decisions are made about the value of projects. For example, the U.S. Office of Education must decide whether or not its Title I money is buying services that are improving the reading of disadvantaged students. Also, the Office of Education must collect data about their programs before asking Congress to continue them. On the local level, too, a superintendent must decide whether or not the project would benefit his system. And, finally, a teacher decides if project data indicates benefits to her class. An evaluator, therefore, can not collect all of this data himself, so he must train and involve these personnel in collecting information that will enable them to make accurate decisions.

What determines how a decision is made? If the definition of evaluation is focusing, delineating, and collecting data for answering decision-making questions, then the criteria for evaluation will come from each decision to be made. Criteria such as relevancy, timeliness, economy, and feasibility will be applied to a project to determine how it will proceed.

Individualized criteria for each project require that data be collected by measures other than standardized reading tests and group standardized intelligence tests. The hard data from tests still have to be collected, but other information is also needed to answer decision-making questions--questionnaires, interviews, attitude inventories, and so on. Therefore, the evaluator's plan must identify the kinds of data that will be needed, the way they will be collected, the people who will collect them, the best way of using the data to answer the questions, and the means of interpreting them.

Two types of decisions made in continuous evaluation are congruency decisions and contingency decisions. Congruency decisions determine whether or not products and outcomes match objectives. For example, a teacher requesting students to read five books outside of class during the course of a semester must also examine his procedures to discover if students are reading the books, if the available materials are being used, and if more materials should be purchased.

Contingency decisions are concerned with determining the effectiveness of existing operations. Possible situations requiring contingency decisions would be these: Does an informal reading inventory enable a teacher to adequately diagnose disadvantaged children? If a crisis occurs, the directors of a project must decide whether or not their program should be modified. Those are contingency decisions.

Another aspect of the continuous evaluation definition, which is not immediately apparent, is that educators must be accountable for the dollars and the time spent on educational programs. Accountability should not be equated with money, even though money is where emphasis is often placed. In the past evaluation reports were descriptions. The current definition of evaluation, however, pictures the evaluator not only as a describer but also as an interpreter of events that will help decision-makers make their assessments. Therefore, the evaluator must have plans for selecting and interpreting data, as well as for providing information in a usable form for the desision makers--the consumers of that information.

Role of the Evaluator

What implications for the role of an evaluator are inherent in the continuous evaluation concept? His work is not finding answers to problems; finding answers is the goal of evaluation. He is neither a data collection technician, nor is he limited to merely producing descriptive data. Rather, the role of an evaluator embraces dual responsibilities as manager and as judge. An evaluator is a manager of data; he specifies objectives, monitors processes, collects data, assesses and interprets data, and writes reports. Necessarily, he must create an evaluation climate and then ask questions that will focus the administrator's and the decision maker's eyes on appropriate actions that accomplish stated goals.

In terms of a role then, the evaluator is not an adjunct, a barnacle on the side of the decision-making vessels. He is rather a participator in the decision-making process. Moreover, the evaluator may even develop the managerial plan for a project identifying the objectives and goals as well as the contingency and congruency decision points. He brings information to the decision maker and helps him disseminate it, if dissemination beyond the decision maker is needed. As soon as feedback to the consumer has been accomplished, the evaluator's job, in a sense, is complete. However, feedback to the decision maker means feedback into the program and that recycling continually involves the evaluator.

The concepts of a participating evaluator and of continuing evaluation guided the preparation of the materials in the Simulation Training Package.

Project Description

by

George Kozacik

Measurement and Evaluation Center in Reading Education

Indiana University

1970

This study was supported in part by a grant from U.S.O.E., H.E.W., Bureau of Research, Contract #OEG-0-9-090473-4231 (010)

Project Description

I. Overview

This study reviewed and interpreted research and practice in the evaluation of innovative reading programs. The target audience was composed of Title I and Title III evaluators. The project included seminar-demonstrations of nonstandardized evaluation instruments and techniques to sixty-six evaluators, twenty-two each from large, medium, and small school districts.

The evaluation of Title I and Title III reading programs has been identified as a major weakness (Austin, M. and Smith, C., Survey of Title I Reading Programs, final report, U.S.O.E., 1967.) This weakness is partially due to the comparatively recent emphasis on evaluation. This emphasis has not allowed enough time to train evaluators. The study guided the target audience in the substance and the procedures for evaluating Title I and Title III reading programs.

ERIC/CRIER, Clearinghouse on Reading, and the National Study of Title I Reading Programs formed the main data bank for this interpretive study. The evaluation training package and taxonomy sections of the first document were evaluated through demonstration-seminars conducted for sixty-six current project evaluators.

The project staff performed an interpretive study of research and practice in the evaluation of reading programs along with a utilization of that study in a series of seminar-demonstrations. Two seminars were conducted at Indiana University to show evaluators how to use the interpretive data, and a third group of 22 evaluators worked through the materials independently at home. These seminars acted as a field test of the first draft of the manuscript. Suggested revisions were incorporated in the final manuscript. This seven-month project included a brief report on the seminars at the five-month mark and a final manuscript at the end of seven months.

II. Problems

Approximately 70% of the Title I and Title III programs in the country are devoted to reading instruction. (Austin and Smith, Survey of Title I Reading Programs, U. S. O. E., 1967). One of the identified weaknesses of these programs is their evaluation component. This is not surprising, since emphasis on education evaluation is relatively recent and few people are prepared to do it adequately, especially when it deals with outcomes that are not measured with "hard data."

The publication, Theory Into Practice, has pointed out that practitioners in education lack knowledge in the area of the theory and practice of evaluation. This is particularly disconcerting to reading educators in view of the large number of new reading programs being set up through Title I and Title III funds.

Teachers and administrators are usually more conscious of, and skilled in, program development than they are in research design and program evaluation; their failings in evaluation are often due to lack of training. Title I administrators are cognizant of this lack, as was indicated by their responses to the "National Survey of Title I Reading Programs" (Austin and Smith, 1967). The authors noted the trend of evaluation techniques to fall into the pre- and post-test determination of gains. They commented: "Evaluation as the basis for program planning and development permeates the entire program, and should not be considered an end product. This is often a troublesome area for many reasons--need for proper evaluation tools, the specialized aspect of educational evaluation, the relative newness of the field of educational evaluation, and the lack of definitive evaluation procedures" (p. 177). A similar assessment of Title III programs is found in the Miller Report (1967).

The President's National Advisory Council in its annual report on education for disadvantaged children (1968) noted that the lack of clear-cut objectives in many of the programs made program evaluation difficult. An evaluator should play a role in helping project directors establish behavioral objectives so procedures and final products can be assessed. The evaluator's role is emerging as one of the new and significant functions in modern school development. Citizens and the children in school want to know what benefits they are receiving from specific aspects of the curriculum.

The need for developing competent evaluators is seen, too, in the U. S. O. E.'s training grants for evaluators. There are people assigned on-the-job to the function of evaluating reading programs, but they do not have the background to fulfill the role. In the summer of 1968, Indiana University conducted two training institutes for Title I and Title III evaluators. The participants rather universally demonstrated a lack of skills in the evaluation of reading programs.

In view of the comprehensive reports by Miller and Austin and Smith, and the other experiences cited, some strategies are needed to improve and upgrade the evaluation of Title I and Title III programs. One such strategy is to provide personalized and pertinent training for project personnel assigned to evaluation.

We believed it would be helpful for evaluators to have a guidebook which would interpret the research and provide some models for proceeding with an evaluation. Consequently, this study developed such a manuscript and actually tried out parts of it in seminar demonstrations with groups of Title I and Title III reading program evaluators. This interpretive document on the evaluation of reading programs, written specifically for those charged with this responsibility, is the result of our seven months project.

III. Objectives

A. The staff's overall objectives for the project included:

1. Reviewing research and authoritative practice relative to evaluating innovative reading programs, such as Title I and Title III programs.

2. Interpreting the research and practice in such a way as to guide the typical Title I and Title III evaluator in the design and processing of evaluating for innovative reading programs.

3. Conducting seminar-demonstrations for three groups of the target audience--twenty-two each from large, medium and small school districts. These were combination training sessions for the evaluators and testing grounds for a portion of the interpretive manuscript.

4. Writing, editing, and revising a manuscript that interprets to the evaluator the following research and practice: measurement concepts, evaluation designs, analyses of Title I and Title III reading programs and their evaluations, validity and reliability of reading tests, evaluation procedures and a taxonomy of evaluation techniques for reading programs.

B. Behavioral Objectives

As a result of reading, studying, and ingesting the interpretive manuscript, an evaluator should be able to:

1. isolate and define the significant variables relating to a reading program.

2. establish performance objectives relative to those variables.

3. use a variety of resources for gathering information about reading programs.

4. develop criteria for evaluating significant factors in reading programs.

5. select a variety of methods for evaluating the variables related to a reading program.

IV. Content

The content of the interpretive manuscript on the evaluation of reading programs includes:

1) Identification of measurement concepts valuable for reading program evaluation.

2) Identification of aspects of Title I and Title III reading programs that could be evaluated.

3) Explanation of evaluation designs applicable to reading programs, such as the CIPP model, and especially developed models for Title I and Title III reading programs.

4) Description and analysis of specific Title I and Title III reading programs and their evaluations.

5) Analysis of validity and reliability of popular reading tests.

6) Explanation of procedures for evaluating an innovative reading program.

7) Selected instruments from a taxonomy of evaluation techniques for reading programs.

V. Activities

In order to achieve the stated objectives the following activities were carried out:

1) Through an advisory committee the staff developed an outline for the interpretive manuscript.

2) They collected and classified research data.

3) They summarized evaluation concepts.

4) They provided a taxonomy of techniques for evaluating reading programs.

5) They synthesized research data and evaluation concepts into an interpretation for Title I Evaluators.

6) They conducted seminar demonstrations on a portion of the manuscript.

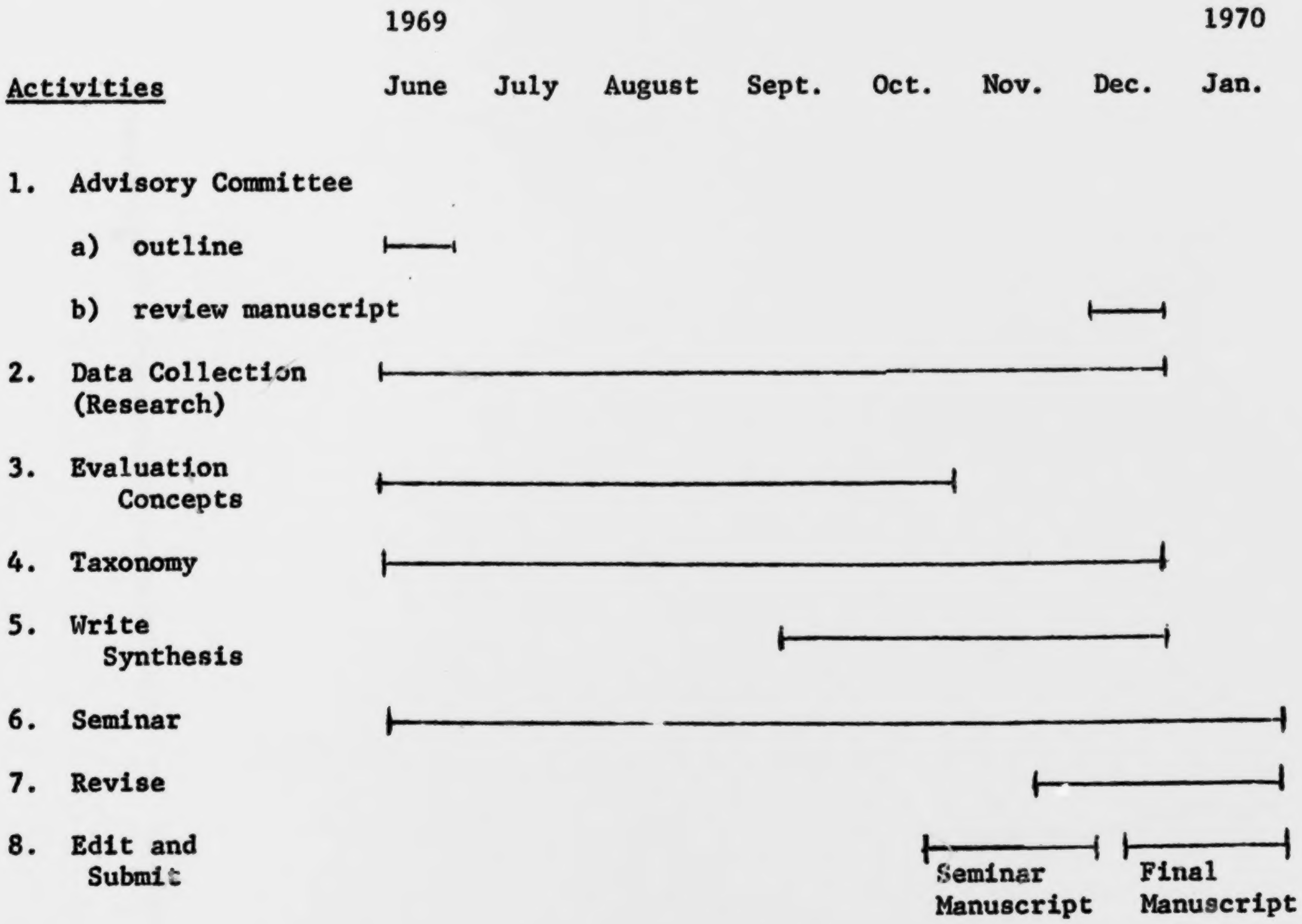
7) They evaluated and revised the manuscript.

8) They edited and submitted the manuscript.

The time schedule for these eight major activities can be visualized through Figure 1. Some activities are short term while others continue throughout the seven months of the project.

Figure 1

Time Schedule



VI. Procedures

The following procedures were used to carry out each of the project's activities:

1. Advisory committee created

An advisory committee composed of people who have a recognized commitment to evaluation was formed to help develop a manuscript outline and to review a draft of the interpretive document. The outline was discussed via a conference call in June. Written reviews were solicited in December.

The advisory committee was composed of six members representing various aspects of the manuscript. They were Nicholas Anastasiow (Director of Institute for Child Study, Indiana University), oral language factors: Mary C. Austin (National Study of Title I Reading Programs, Case Western Reserve University), survey techniques; Fred Davis (University of Pennsylvania), evaluation designs; Egon Guba (Director of National Institute for Study of Educational Change, Indiana University), institutional change; Roger Lennon (Director of Testing, Harcourt Brace and Worl Publishers) tests and measurements; Richard Jaeger (Director of Title I evaluation, U.S.O.E., H.E.W.), Title I evaluation.

2. Data collected

Using the facilities and data bank of ERIC/CRIER, ERIC/IRID, the files at Case Western Reserve University from the National Study of Title I, and traditional bibliographic sources, research data and program data was collected and classified to accompany the manuscript outline.

3. Evaluation concepts summarized

From research data and from position papers, evaluation concepts can be applied effectively to Titles I and III reading programs were collected and summarized. This included general models, such as CIPP by Stufflebeam and the formative concept by Scriven, as well as specialized reading models, such as Title I model by Smith and the Title III by Laffey.

4. Taxonomy of Evaluation Techniques and Instruments developed

Using a taxonomy schema developed as part of an evaluators' training institute (Farr, Laffey, Smith, 1968), the staff collected representative instruments to relate each section of the taxonomy of evaluation skills with a specific instrument. This taxonomy of instruments and techniques for evaluating reading programs was included in the materials for two training seminars and will be appended to the final report.

5. Writing task begun Synthesize and Write Interpretation

The first writing involved those sections to be used in the November 1 seminar-demonstrations, i.e., the areas in which the project researchers have done previous research and writing. These firts sections are concerned with models for evaluating Title I and Title III Reading Programs, selecting formal measures of reading achievement, selecting informal techniques for program evaluation, and using the "Taxonomy of Techniques for Evaluating Reading Programs" (Farr, Laffey, Smith, 1968). The second writing task involved synthesizing the research data on evaluation of reading programs, the analyses of the evaluations of Title I and Title III programs, and measurement concepts to be included with the material prepared for the seminars.

6. Seminar-Demonstrations conducted

About the first of November, 1969, two groups of evaluators were brought to the Indiana University campus for two and one-half days. The program consisted of a discussion of the ideas contained in those sections of the manuscript described in the previous section and a demonstration of how to use the manuscript sections in evaluating a sample program. A "stay at home" group completed the training package independently. Each group of evaluators was asked to provide an evaluation of the materials they received.

Advertising, selecting, arranging and following up on these three seminars constituted the job of one graduate assistant.

7. Materials evaluated and revised

From the reactions and structured evaluations received from the two seminar groups, the seminar package was revised and edited for inclusion in the final manuscript. The training package was also used by the "stay at home" group. After studying the package, the participants were asked to comment on the worth of the materials and suggest how they might be improved. They wrote their suggestions in the materials. These were compiled into an editorial copy and pertinent content changes were incorporated before the next seminar group worked through the package. Class presentations were also altered on the basis of the reactions of the seminar groups. There is a complete description of this evaluation in the seminar section of the manuscript.

8. Manuscript submitted

The final activity involved a total staff commitment to verifying references, getting reviews, editing the copy and proofreading for final submission.

After the manuscript had been submitted to the U. S. O. E., it was possible to develop it into an appropriate package for dissemination. The International Reading Association is interested in publishing the manuscript as part of its "Target Series"-- a series of interpretive manuscripts previously supported by the Bureau of Research.

D. Daily Operational Procedures

Beginning on September 8, 1969, the project team began working on a free time schedule toward a specific long range goal i.e. production of an instructional package or seminar program by November 4, 1969. Since they knew the deadline date for each required goal, they set weekly intermediate goals to move toward the final goal in a succession of weekly increments. The projected weekly goals were accompanied by accomplishments of the past week. The team discussed goals and accomplishments at their weekly meetings.

The weekly meetings provided an opportunity for exchange of ideas, reallocation of manpower, delineation of problem situations, and formulation of solutions to some problems. Often, members of the team with like concerns met to implement or alter their plans at other times. The meetings yielded feedback for the director of the program, so he knew how far the project had moved toward its goals. This feedback then, was used to make alterations in the direction and efforts of the team toward attaining their prestated goals.

The strength of the self-set goals approach was that it made each member of the team think through, in specific, concrete terms, what the project required of him in long term and short term products. The distribution of the workload related to each individuals working style and made him feel a specific personal committment. Indeed, he was forced by this requirement to familiarize himself with the nature of the project and his relation to its goals. This technique was very successful with some members of the team and partially so with others.

Problems. One of the "gripes" at the weekly meetings was that team members needed more information about the project. Because of the varied schedules of college graduate students, the team had little "group together" time, so gaining a clear picture of "where I, a team member, fit into this project" was difficult.

Other problems of daily operations which were met and overcome were:

Physical delay in running off the training package i.e. we were not equipped to function as a print shop.

Definition of personnel responsibilities was unclear i.e. one or two people assumed too much of the burden in relation to the total staff workload.

Availability of ERIC/CRIER files come into question.

Overlooking the necessity to establish adequate filing systems reflected our initial disorganization.

The staff was reluctant to challenge some of the writings of other staff members, i.e. the "Evaluation Flow Chart.

There was some confusion on project self-evaluation using principles of CIPP model.

Lead-time for printer was overlooked in initial time line of taxonomy production.

Two editorial copies of taxonomy and training package were not kept, but two copies should have been kept. We have one.

Several revisions of materials caused extensive time-consuming handling.

Lack of communication between our disparate staff surfaced several times.

Availability of secretarial help was limited at times by other reading program requirements.

Once a problem was uncovered, immediate change was implemented to resolve it. The only crucial problem that seemed never completely resolved was the lack of communication. The number of meetings was stepped-up, memos were used more extensively, and telephone number lists and schedules were made available, but there was still a problem. This was probably due to the various time requirements of student/assistants.

VII. Staff and facilities

Indiana University is eminently qualified and prepared to develop an interpretive manuscript on the evaluation of reading programs, a manuscript designed to improve the evaluation knowledge and capabilities of Title I and Title III evaluators. The University is a multifaceted institution, enrolling approximately 30,000 students on the Bloomington campus, 52,000 with all of its centers. A doctorate is offered in the area of reading education, where the university boasts one of the largest and finest staffs in the country. Part of the Reading Program is the Measurement and Evaluation Center in Reading Education (MECRE), a university supported function devoted to the evaluation of all phases of reading education. MECRE's personnel have been involved in evaluation training institutes, in producing an evaluation taxonomy, in evaluating reading tests, in evaluating Title I and Title III programs. The director of MECRE served as the director of the interpretive manuscript project.

A. Staff

1. Project Director--(50% for seven months)

Carl B. Smith: Associate Professor of Education; Director, Measurement and Evaluation Center in Reading Education, Indiana University.

Dr. Smith has previously directed an interpretive studies project which produced four manuscripts on reading problems (RUB/DITD 1967-69). He was the assistant director of the National Study of Title I Reading Programs (Austin and Smith, 1967) and has published several reports and articles on the evaluation of reading programs.

Dr. Smith coordinated and supervised the activities of the project. He conducted 75% of the seminar sessions, and wrote the final copy for 75% of the final manuscript.

2. Measurement Specialist--(25% for five months)

Roger D. Farr: Assistant Professor of Education; Director, Reading Disabilities Clinic, Indiana University.

Dr. Farr has specialized in tests and measurements and prepared those sections of the manuscript devoted to measurement concepts and the validity and reliability of reading tests. He has recently published a catalog of reading tests (ERIC/CRIER, 1969), and has three books to be released this year on the subject of tests and measurement in reading education: a book of readings (Harcourt, Brace and World), an analysis of reading readiness tests (International Reading Association), and a review of research on the use of reading tests (International Reading Association). Dr. Farr is also the chairman of the advisory committee for Indiana University's Measurement and Evaluation Center in Reading Education.

Dr. Farr conducted 25% of the seminar sessions and wrote the copy for 25% of the final manuscript. He was specifically concerned with the data collection and the manuscript writing that relates to measurement concepts, validity and reliability of tests.

3. Research associate--(75% time for seven months)

Duties:

1. Revised final manuscript and proofread final copy.
2. Assisted the director in the entire project operation.
3. Edited taxonomy and simulation package.
4. Supervised the production of the seminar materials insure availability of materials by deadline dates.

4. Research Assistant--(50% of time for seven months)

Duties:

1. Collected research data from ERIC/CRIER, ERIC/IRCD and traditional bibliographic sources (June-November).
2. Verified references and completed data collection where needed (December-January).
3. Selected sample Title I and Title III programs and applied evaluation design as samples (November-January).

5. Research Assistant--Seminar (50% time for seven months)

Duties:

1. Arranged and advertised three seminars.
2. Selected seminar participants and gathered pertinent data.
3. Conducted the evaluation of and the revision of the seminar materials.
4. Devised evaluation instruments for seminars.
5. Selected glossary term for manuscript.
6. Wrote manuscript for description of seminars.

6. Graduate Assistant--Taxonomy and Program (50% time for seven months)

Duties:

1. Prepared the "Taxonomy of Evaluation Techniques and Instruments" as a self0help tool to be included in the seminar package and in the final manuscript (June-September).
2. Assisted in conducting seminars.
3. Researched evaluation models and methods of teaching evaluation.
4. Constructed visuals to help in instruction of program improvement techniques, i.e. CIPP.

7. Graduate Assistant (50% time, 7 months)

Duties:

1. Reviewed collected research and termined relevancy; applied to manuscript outline.
2. Wrote expanded outline from research data.
3. Assisted in construction of training package.
4. Assisted in construction of taxonomy.
5. Assited in conducting seminars.
6. Wrote manuscript describing "state of the art".

8. Graduate Assistant (50% time, 7 months)

Duties:

1. Administered and programmed for the computer the evaluators' survey.
2. Analyzed evaluators' survey.
3. Wrote manuscript to describe survey results.
4. Assisted in conducting seminars.
5. Assisted in selecting seminar participants.

9. Graduate Assistant (50% time, 7 months)

Duties:

1. Abstracted 213 Title I evaluation plans.
2. Categorized and analyzed Title I evaluation plans.
3. Assisted in writing manuscript describing Title I evaluation plans.
4. Assisted in conducting seminar.
5. Assisted in writing training package.

10. Graduate Assistant (50% time, 7 months)

Duties:

1. Assisted in research of evaluation constructs.
2. Assisted in construction of training package.
3. Ran validity study on cloze test.
4. Helped abstract Title I evaluation plans.
5. Helped write manuscript of research chapter.

11. Secretary (100% time for seven months)

Duties:

1. Typed for and assisted other personnel.

12. Part-time Typist (250 hours)

Duties:

1. Assisted with typing overload and rush jobs, such as preparing the seminar package and the final manuscript.

13. Editorial Assistant (_____ hours)

Duties:

1. Assisted in final revision and polishing of the taxonomy, seminar training package, and final manuscript.

B. Facilities

To support the development of the manuscript, the following facilities were available at Indiana University:

Measurement and Evaluation Center in Reading Education (MECRE)

NISEC, National Institute for the Study of Educational Change

Bureau of Educational Studies and Testing

Reading Program's complete file of reading tests

SRIS, Phi Delta Kappa Research Service

Complete collection of ERIC microfiche

MECRE's file of 400 Title I proposals

MECRE's file of Reading Evaluation Techniques (over 200 non-standardized items)

The offices and facilities of the Measurement and Evaluation Center in Reading (ECRE) served as the operational headquarters for the interpretive study and the seminar. Its offices and library rooms are located in the north wing of Pine Hall. ERIC/CRIER, one of the twenty subject area information retrieval centers funded by the U.S. Office of Education is also located in Pine Hall, south wing. Its vast resources on reading research materials and test files were available for use by the staff of the interpretive study.

The Bureau of Educational Studies and Testing is a university-wide service unit under the supervision of the School of Education. Its operations include university testing programs, test analysis and criterion development, and curriculum and evaluation research. It served as an excellent source of information for project personnel.

The National Institute for the Study of Educational Change operates under the supervision of the School of Education and concerns itself with theoretical constructs for change and the evaluation of change in the school community. The director of NISEC served on the advisory committee of the interpretive studies project.

On Indiana University's campus is the national headquarters for Phi Delta Kappa and itsSchool Research Information Service (SRIS). SRIS's collection of over 13,000 research documents was available for the study's data collection process.

VIII. Summary of Results/Products

1. "Evaluation Training Package" (approximately 150 pages): composed, typed, run and constructed, used in Seminar I, content edited, modified, used in Seminar II, content edited, modified, sent to "Stay at Home" group of participants with 7 completed returns by January 10, 1970.

2. Taxonomy with Glossary (235 pages): editing completed, glossary composed, copy typed on stencil and submitted for running used in both Seminars I and II.

3. Manuscript constructed to include reports on:

   a. Project description

   b. Research about evaluation

   c. Evaluator's profile and selection procedures

   d. Description of seminar and at home study activities

   e. Measurement in reading

   f. Evaluation of project seminars and at home study

   g. Review of the evaluation training package

   h. Appendices

The prime vehicle for feedback in our operation was the weekly meeting and its inherent "work, goals and accomplishments" as set forth by each staff member. Long range goals were aligned to satisfy the project requirements. Too great a discrepancy between "weekly work goals" and "weekly accomplishments" signalled the need for change. These "goals" and "accomplishments" were logged weekly along with any problem situations. The goals were not usually modified although their due date might be pushed up or back. Manpower resources were reallocated at times to meet pressing needs, i.e. compiling the training package necessitated that several of the staff work "overtime" for a few days. Methods were modified, such as producing parts of the training package rather than accumulating the entire product to be sent off to the printer. Timely decisions were made for change before problems became overwhelming and before deadlines had been violated. This contributed substantially to the high morale and continued effort of the entire MECRE staff. And, of course, the job was done.

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Research and Opinion Concerning Evaluation and the Application of Evaluation to Reading Programs

by

Carl Bernard Smith

Measurement and Evaluation Center in Reading Education
Indiana University
1970

This study was supported in part by a grant from U.S.O.E., H.E.W., Bureau of Research, Contract #OEG-0-9-090473-4231 (010)

Research and Opinion Concerning Evaluation and the Application of Evaluation to Reading Programs

Carl Bernard Smith

In one sense evaluation can be considered quite new; in another sense, it is quite old. It is new because it has recently engendered several theoretical papers and models that attempt to show educational personnel how to assess an entire instructional program as it functions in an operating school system. Many of these theoreticians have suggested that program evaluation has to revolve around decisions to be made by educators about a program. That is different from the traditional research model that tries to answer hypothetical questions and tests them with the view to their generalizability. In the research model, as little variation as possible is permitted during the operation of the program so as not to contaminate the data, the results. In the new evaluation models, change and variation are encouraged as long as it leads to the accomplishment of the educational goal.

Evaluation is old because educators have been assessing children and programs as long as there have been schools. And with the advent of standardized tests in the early 1900's, the assessment of student knowledge and the assessment of programs on the basis of those tests was a frequent occurrence.

Applied to reading, the notion of evaluation has typically been seen in terms of scores on standardized reading tests. But those tests were and are primarily concerned with two types of "gang" skills, one is reading vocabulary and the other is paragraph comprehension. In most reading programs there are explicit goals for the development of interest in reading, broadening of reading horizons, and the development of a critical sense during reading. Other objectives are evidently possible. All of these point to the fact that a program assessed on the basis of standardized test scores alone does not give a valid evaluation of the goals of most reading programs, not to mention the operation of the program or the needs to which the program speaks. Thus reading projects, such as those funded by the U.S. Office of Education under E.S.E.A. Title I, programs for disadvantaged children need means for assessing the final products of those programs, but also need means for answering questions about the effectiveness of the procedures being used, whether the objectives are realistic, and just what are the needs of the children in the first place.

This section of the report attempts to review briefly some of the suggestions that are being offered for broad program evaluation and some of the studies that have used models or tests that help in making some of the decisions related to the development and the continuance of educational programs. As the particular sections of this report will indicate, present day theorists are claiming that educational evaluation in the past has concentrated almost exclusively, and erroneously, on the final product of the educational program. It has asked, in effect, "Is the product a fair match to the intention of the program objective?" Educators certainly want to know the answer to that question, but it tends to ignore so many intervening variables, decision, and events, that it does not give other educators much direction. The theorists are now saying that only through a continuous monitoring of the program, and a complete description of the happenings in the program can an adequate assessment of its success and its generalizability be made.

The research related to evaluation, therefore, has to look both at the models that have arisen to make continuous assesment possible as well as the instruments and techniques that make it possible to assess one or more aspects of a program. In another section of this report, the measurement of reading behavior and the standardized instruments available for that task are discussed. This section is thus concerned with program effectiveness. It reviews those studies which attempt to guide educators in answering the decision questions that plague every educational administrator.

Theories and Models

A number of models for educational evaluation have been generated during the past five or six years--many of them apparently in response to the evaluation needs demanded by federally sponsored programs. Models have been produced by Guba and Stufflebeam (1968), Provus (1969), Hammond (1967), Stake (1967), and Taba (1966), just to mention a few of the more prominent ones from recent times.

Tyler made a general statement about evaluation in a 1942 Journal of Educational Research (March, 492-501) which might be called one of the earlier prototypes of curriculum evaluation. His focus was on the establishment of instructional objectives and the measurement of a student's progress in the achievement of those objectives. The National Study for Secondary School Evaluation (1960) also provided a staff self-study model for reviewing content and procedures within a school. Valuable as these prototypes were, they did not provide for continuous assessment and for a broad involvement beyond the school staff. The models developed since the beginning of Title I, E.S.E.A., provide for those aspects.

Each of the newer models has slightly different points of view, however. Stake's Countenance Model (1967) emphasizes a complete description of the curriculum program and gathering judgment data in order to provide a broad view of the curriculum and the expectations of various participants. The CIPP Model (Guba and Stuffelbeam, 1968) focuses on decision-making in an attempt to make the curriculum sensitive to feedback and to facilitate rational and continual decision-making. Taba's Social Studies Evaluation Model emphasizes cause and effect relationships in order to see what works and to generate rules for program development. The kinds of questions that model makers are suggesting are similar to those asked by Meierhenry: "Where are we? What do we have to work with? What do we want to change? How do we get there from here? How do we know we're moving? Where are we going? What happened? What skills were changed?" (Impact, 1969, p. 7).

The amount of detail called for in the models varies considerably. So does the terminology--one of the problems in the field at the present time. Hammond (1967), for example, fills out his model with an almost encyclopedic listing of required types of information. For example, under the institutional dimension on his cube, Figure A, the community block of information would require the following:

Community

a. Geographical Setting

(1) Location
(2) Environment--general

b. Historical Development

c. Population Characteristics

(1) Demographic data

(a) Population size
(b) Population density
(c) Marriage and divorce rates
(d) Birth and death rates
(e) Age distribution

(2) Ethnic/nationality
(3) Linguistic
(4) Change patterns

(a) Mobility patterns

i. Immigration
ii. Emigration
iii. Migrant-indigenous ratio

(b) Growth patterns

d. Economic Characteristics

(1) Commercial/industrial organization and development
(2) Occupational range
(3) Sources/range of individual incomes
(4) Sources/range of tax base

e. Social Characteristics

(1) Institutions and organizations

(a) Government/political
(b) Educational
(c) Religious
(d) Service
(e) Social
(f) Commercial/financial
(g) Labor
(h) Professional
(i) Recreational
(j) Protection

(2) Power structure
(3) Socio-economic stratification (1967, p.9)

Meierhenry's Model, Figure B, is more simplistic but indicates the basic "Big3" (background, process, products), common to adequate evaluation. The circular quality of this construct seems to give a feeling of motion in feedback and interaction of all parts. This interaction probably cannot be derived in a real life situation. But the notion of an evaluation system that provides continuous feedback when and where it is needed, and to whom it is needed recurs so frequently that it probably should be adopted as a primary tenet of a workable evaluation system.

Wilhelms lists these criteria for an evaluation system:

1. Evaluation must facilitate self-evaluation.
2. Evaluation must encompass every objective of the school.
3. Evaluation must facilitate learning and teaching
4. Evaluation must produce records appropriate to the purposes for which records are essential.
5. Evaluation must provide continous feedback into larger questions of curriculum development and educational policy. (1967)

The three basic elements that common to almost all of these programs are means for evaluating 1) background, 2) procedures, 3) products. As can be seen from succeeding pages, there are practically no evaluation reports on reading programs submitted to the Measurement and Evaluation Center for Reading Education that include those three elements as part of a continous evaluation system. The lack of training of educational evaluators and the lack of actual research in evaluation methods and procedures is partly responsible for that state of affairs.

A summary of the literature that exists in the field of evaluation is presented on the next few pages. It is given in the interests of identifying the kinds of concerns that have occupied writers of evaluation literature. To make that categorical summary more useful, an annotated bibliography of the items listed in the summary can be found as an appendix to this section of the report. Immediately following the summary of the literature in evaluation is a summary and analysis of 213 evaluation reports on reading programs collected from cities across the country.

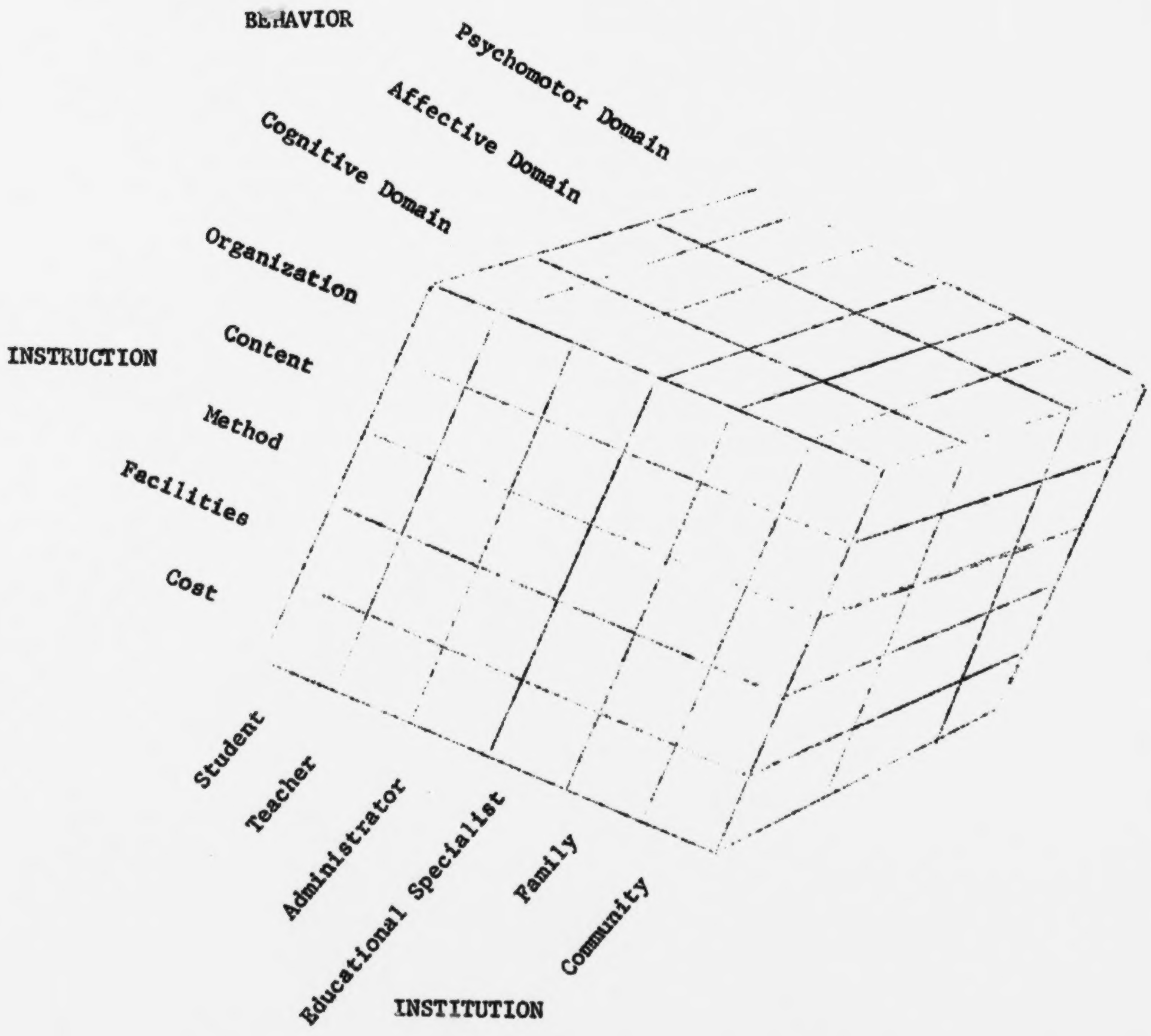
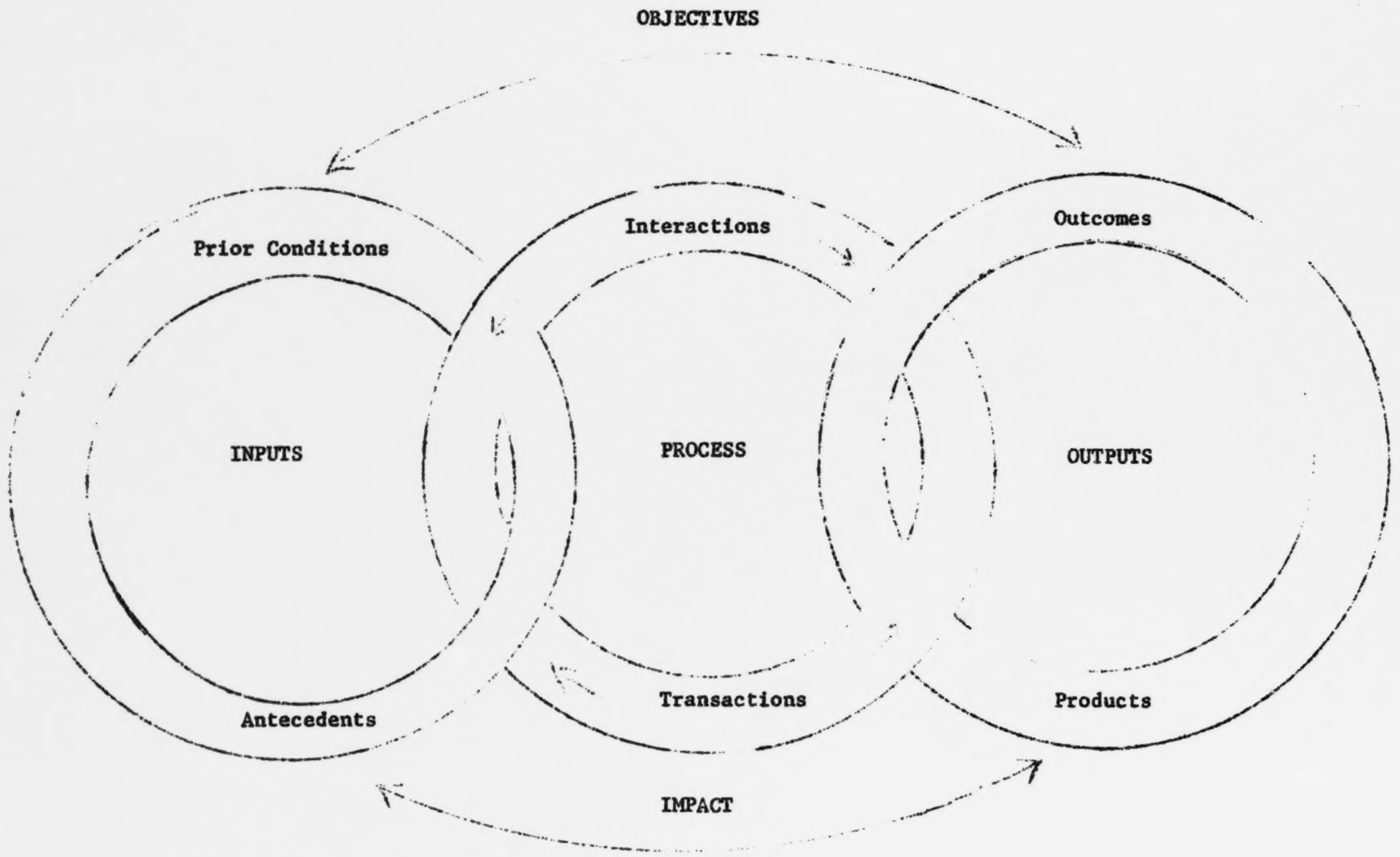

BEHAVIOR
Psychomotor Domain
Affective Domain
Cognitive Domain
Organization
INSTRUCTION
Content
Method
Facilities
Cost
Student
Teacher
Administrator
Educational Specialist
Family
Community
INSTITUTION

FIGURE A

A STRUCTURE FOR EVALUATION (Hammond, 1967, p. 4)

FIGURE B
THREE STAGE MODEL


OBJECTIVES
Prior Conditions
INPUTS
Antecedents
Interactions
PROCESS
Transactions
Outcomes
OUTPUTS
Products
IMPACT

(Meierhenry, 1969, p. 13a)

Evaluation Research

I. Research

A. Research methods for decision-making.

1. Sources:

a. Cock, David, A Guide to Educational Research, Allyn & Bacon, Boston, 1965.

b. Flanders, N.A., "Analyzing Teacher Behavior", Educational Leadership, 19, 1961,

c. Hemphill, John K., "The Relationships between research and evaluation studies," Educational Evaluation: New Roles, New Means, The 68th Yearbook of the NSSE, Ralph W. Tyler (ed.), 1969, pp. 189-220.

d. Medley, Donald M., and Harold E. Mitzel, "Measuring Classroom Behavior by Systematic Observation," Handbook of Reseach on Teaching, N.L. Gage (ed.), 1963, pp. 247-328.

e. Shaw, Marvin Evert, and Jack Mason Wright, Scales for the Measurement of Attitude, 1969, pp. 570+ bibliography.

f. Webb, Eugene, and others, Unobtrusive Measures: Nonreactive Research in the Social Sciences. 1966, pp. 186 & bibliography.

2. General description: This category includes those books and articles which deal primarily with research techniques such as Flander's Interaction Analysis, observation, and attitude scales, and how such research relates to evaluation.

B. Validation of Informal Measures

1. Sources:

a. Campbell, Donald T., and Julian C. Stanley, "Experimental and Quasi-Experimental designs for Research in Teaching," in Handbook of Reseach on Teaching, N.L. Gage (ed.), 1963, pp. 171-246.

b. Crowell, Michael G., "An experimental study of the In-Service Preparation of Secondary School English Teachers in Transformational Grammar," USOE Project No. HE-145, USOE Contract no. OE-5-10-029, Feb., 1969.

c. Gage, N.L., "An Analytical Approach to Research on Instructional Methods," Phi Delta Kappan, XLIX, June, 1968, No. 10, pp. 601-606.

2. Description. Validity studies on 16 experimental designs, micro-criteria and micro-teaching, and the application of research methods to an experimental in-service training program are included in this category. None, however, are directly involved with "evaluation" in the abstract sence.

C. Research applied to the Evaluation of specific programs.

1. Sources

a. Bliesmer, Emery P., "Methods of Evaluating Progress of Retarded Readers in Remedial Reading Programs," The Fifteenth Yearbook of the National Council.

b. Crisp, Raymond D., "The Professional Competency of Illinois Secondary School English Teachers," U.S.O.E. Project no. HE-145, U.S.O.E. Contract no. OE-5-10-029, December, 1968.

c. Curr, William, and N. Gourley, "An Experimental Evaluation of Remedial Education," British Journal of Educational Psychology, XXIII, Part I (February, 1953), 45-55.

d. Diagnostically-Based Curriculum, Project No. 107143 Contract No. OEC-0-9-107143-1370(099), American Institute for Research, Palo Alto, California.

e. Gordon, I.J., "The Assessment of Classroom Emotional Climate by Means of the Observational Schedule and Record," Journal of Teacher Education, 18, 1966, 224-232.

f. Reid, Ethna R., "Evaluation of Teacher Training in a Title III Center," Proceedings of the 1968 Invitational Conference on Testing Problems, Thomas J. Hastings, Chairman, 1968, pp. 31-71.

g. Several Brief Comments on Selected Evaluation Studies, commissioned by: Consortium of Professional Associations for Study of Special Teacher Improvement Programs.

2. General Description: In some cases the evaluation designs of specific programs have followed research patterns very closely. Examples of such reports have been included in this sub-category.

D. Management Systems

1. Sources:

a. Abt, Clark C., "A Cost-effectiveness Model for the Analysis of Title I ESEA Project Proposals, Part I-VII." Abt Associates, Inc., Cambridge, Mass., Dec., 1966. 122 p.

b. Cook, Desmond L., "The Impact of Systems Analysis on Education," Educational Research Management Center, Ohio State Univ., April, 1968.

c. Cook, Desmond L., "The Use of Systems Analysis and Management Techniques in Program Planning and Evaluation," Chapman College, Orange, Calif., June, 1967. 11 p.

d. Katzenbach, Edward L., "Planning Programming Budgeting Systems: PPBS and Education," N.E. School Development Council, Cambridge, Mass., March, 1968.

e. Knezevich, S.J., "The Systems Approach to School Administration: Some Perceptions on the State of the Art in 1967," Paper presented at the U.S. Office of Education Symposium on Operations Analysis of Educ., Washington, D.C., Nov. 1967.

f. Mushkin, Selma J., and James R. Cleaveland, "Planning for Educational Development in a Planning, Programming, Budgeting System," N.E.A., Washington, D.C.

g. Ripley, Kathryn Jane, "PERT as a Management Tool for Educators," Ohio State University, Apr. 1968.

h. Skager, R.W., and L.A. Broadbent, "Cognitive Structures and Educational Evaluation," California Univ., Los Angeles, Apr. 1967, 87 p.

i. Terrey, John N., "Program Budgeting and Other Newer Management Tools in Higher Education: A Description and Annotated Bibliography," Washington Univ., Seattle, Wash., June,'68. Occasional Paper - 6.

2. General Description: In recent years reseach in the area of business management has resulted in the development of several analytical evaluation and control techniques. Many of these are now being applied to an educational setting. A few of the applications of such techniques are described by the literature in this section.

II. Theory

A. Feasibility of Educational Evaluation

1. Sources:

a. Ahmann, J. Stanley, "Aspects of Curriculum Evaluation: A Synopsis", Perspectives of Curriculum Evaluation, Tyler, Gagne, and Scriven, 1967, pp. 84-89.

b. Ahmann, J.S., and M.D. Clock, Evaluating Pupil Growth (2nd ed.) Boston: Allyn and Bacon, 1963.

c. Brickell, Henry M., "Appraising the Effects of Innovations in Local Schools," in Educational Evaluation: New Roles, New Means; The Sixty-eighth Yearbook of the National Society for the Study of Education, Ralph W. Tyler (ed.), 1969. 284-334.

d. Congreve, W.J., "Implementing and evaluating the use of innovations," Innovation and Change in Reading Instruction, Yearbook of the N.S.S.E., Helen M. Robinson (ed.), Chicago, University of Chicago Press, 1967-1968, pp. 291-319.

e. Guba, Egon G., "The Failure of Educational Evaluation," Educational Technology, May, 1969, pp. 29-38 and Bibliography.

f. Laird, James D., The Unintended and Unwanted Effects of Educational Evaluation and Testing, Clark Univ., (Mimeographed).

g. Telfer, Richard G., "Dynamics of Change: Forces Behind Curriculum Modification," The Clearing House, November, 1966, pp. 131-135.

h. Tyler, Ralph W. "Changing Concepts of Educational Evaluation" *Perspectives of Curriculum Evaluation*, Tyler, Gagne, and Scriven, 1967, pp. 13-18.

2. General Description: Educational Evaluation raises many questions in the minds of educators. Some of the questions, problems, and values of educational evaluation are discussed in the literature in this subcategory.

B. Management:

1. Sources:

a. Grogman, Hulda. *Evaluation Activities of Curriculum Projects*, American Educational Research Association Monograph Series on Curriculum Evaluation, No. 2, Chicago, Rand McNally, 1967.

b. Guba, Egon G., and Daniel L. Stufflebeam, *Evaluation: The Process of Stimulating, Aiding and Abetting Insightful Action*. An address delivered at the Second National Symposium for Professors of Educational Research, 1968.

c. Howard, Elizabeth Zimmermann. "Appraising Strengths and Weaknesses of the Total Reading Program." *Evaluation of Reading*, Helen M. Robinson (ed.), Supplementary Educational Monographs, No. 88, pp. 169-173.

d. Johnson, Eleanor M., "Guidlines for Evaluating New Instructional Programs," *Reading Teacher*, 20(April, 1967) 600-604.

e. Masia, Bertram B., and P. David Mitchell, "Evaluating a National Program: The Training of Teachers of Teachers", Proceedings of the 1968 Invitational Conference on Testing Problems, J. Thomas Hastings, Chairman, 1968, pp. 72-88.

f. Meierhenry, Wesley C. (Project Director), Planning for the Evaluation of Special Educational Programs: A Resource Guide, U. S. Office of Education No. OEG-0-9-372160-3553(032), 1969.

g. Miles, M. B., Innovations in Education, Columbia U. Press, New York, 1964, pp. 502-504.

h. Scriven, Michael, "The Methodogy of Evaluation", Perspectives on Curriculum Evaluation, Tyler, Gagne, and Scriven, 1967, pp. 39-83.

i. Tyler, Ralph W., "The Evaluation of Teaching", The Two Ends of the Log, R. M. Cooper, ed., 1953, pp. 164-176.

2. General Description: There are two ways to interpret the title of this subcategory. "Management" can either refer to the administrators (of a school or school system) and the evaluation of them and/or their jobs, Or, it can refer to the management of an evaluation, that is, how one goes about evaluation. The articles listed here may fall in either category, but the latter use of the term seems to be prevelant.

C. Explication of Evaluation Schemes

1. Sources

a. Barrett, Thomas C. "Goals of the Reading Program: The Basis for Evaluation". In Thomas C. Barrett, The Evaluation of Children's Reading Achievement. Perspectives in Reading, No. 8, 1967, pp. 13-26.

b. Cook, Desmond L., Program Evaluation and Review Technique, Applications to Education, U. S. Office H. E. W., Office of Education, OE-12024, Cooperative Research Monograph No. 17, Washington, D. C., U. S. Gov. Printing Office, 1966.

c. Guba, Egon, A Model of Change for Instructional Development, National Institute for the Study of Educational Change, Bloomington, Indiana, 1968.

d. Hammond, Robert, "Context Evaluation of Instruction in Local School Districts", Educational Technology, January, 1969, pp. 13-19.

e. Lindvall, C. M., and Richard C. Cox, "The Role of Evaluation in Programs for Individualized Instruction" in Educational Evaluation: New Roles, New Means, The Sixty-eighth Yearbook of the National Society for the Study of Education, Part II, Ralph W. Tyler (ed.), 1969, p. 156-188.

f. Provus, Malcolm, "Evaluation of Ongoing Programs in the Public School System", in Educational Evaluation: New Roles, New Means, the 68th Yearbook of the NSSE, Ralph W. Tyler (ed.), 1969, pp. 242-283.

g. Stake, Robert E. "The Countenance of Educational Evaluation" reprinted from Teachers College Record, Vol. 68, No. 7, April, 1967.

b. Stake, Robert E., "Toward a Technology for the Evaluation of Educational Programs; Perspectives of Curriculum Evaluation, Tyler, Gagne, and Scriven, 1967, pp. 1-12.

2. General Description--Several of the existing models or schemes for evaluation are explained, and applied to educational evaluation in this sub-category.

D. Geralizability and/or Application

1. Sources

a. Bloom, Benjamin S. "Some Theoretical Issues Relating to Educational Evaluation", in Educational Evaluation: New Roles, New Means, Sixty-eighth Yearbook of NSSE, Part II, Ralph W. Tyler (ed.), 1969, pp. 26-50.

b. Flanagan, John C., "The Uses of Educational Evaluation in the Development of Programs, Courses, Instructional Materials and Equipment, Instructional and Learning Procedures and Administrative Arrangements", in Educational Evaluation: New Roles, New Means, Sixty-Eighth Yearbook of the N.S.S.E., Ralph W. Tyler, (Ed.), 1969, pp. 221-241.

c. Johnson, Eleanor M., "Educational Principles for Evaluating Materials", in Reading and Realism, J. Allen Figurel, (ed.), I.R.A., Newark, Delaware, 1969, pp. 185-88.

d. Joint Committee on Programmed Instruction and Teaching Machines, "Criteria for Assessing Programmed Instructional Materials. 1962 Interim Report of the Joint Committee, NDEA Title 7." Audiovisual Instruction, February, 1963, 84-89.

e. Methessel, Newton S., and William B. Michael, "A Paradigm Involving Multiple Criterion Measures for the Evaluation of the Effectiveness of School Programs", Educational and Psychological Measurement, 1967, 27 (Based on a paper given at the 1967 Annual Meeting of the AERA, Feb. 16, 1967, held in New York City.)

f. New England Educational Assessment Project, Reading Instruction in New England's Public Schools, Providence, Rhode Island, Feb. 1969.

g. Robinson, Helen M. (ed.), Evaluation of Reading, University of Chicago Press, Chicago, Illinois, 1958.

h. Silverman, R. E., "The Evaluation of Programmed Instruction: A Problem in Decision-Making". Psychology in the Schools, 1, 1964, 74-78.

i. Squire, J. R., "Evaluating High School English Programs", North Central Association Quarterly, 40, 1966, pp. 247-54.

j. Thelen, Herbert A., "The Evaluation of Group Instruction", in Educational Evaluation: New Roles, New Means, the Sixty-Eighth Yearbook of the NSSE, Part II, Ralph W. Tyler (ed.), 1969, 115-155.

2. General description: In this section are included those writings which describe the generalizing from an evaluation scheme, such as one of those in section II-C, to a particular educational setting or type of material and the application of the scheme to a program, etc.

E. Evaluation Techniques and/or Instruments

1. Sources

    a. A Taxonomy of Programmatic Tasks in an Educational Facilitation and Coordination System, Cooperative Educational Research Laboratory, Inc., Northfield, Illinois, 1969 (OEC-3-7-061391-3061)

    b. Austin, Mary C., Clifford J. Bush, and Mildred H. Huebner, Reading Evaluation: Appraisal Techniques for School and Classroom, Ronald Press Co., New York, 1961.

    c. Banta, C. O., "Sources of data for Program Evaluation" Adult Education, 5, 1955, pp. 227-30.

    d. Crockett, Walter H., Joseph C. Bentley, and James D. Laird, Report on the Experienced Teacher Fellowship Program, 1966-67, 1967, 107 p.

    e. Cronbach, L. J., "Course Improvement Through Evaluation". Teacher's College Record, 64, 1963, pp. 772-83.

    f. Farr, Roger, James Laffey, and Carl Smith, Taxonomy of Evaluation Techniques for Reading Programs, Measurement and Evaluation Center in Reading Education, Indiana University, Bloomington, Indiana, c. 1969.

g. Fredericksen, Norman, "Proficiency Tests for Training Evaluation" *Training Research and Education*, Robert Glaser, (ed.), 1962, pp. 323-346.

h. Glaser, R., "Instructional Technology and the Measurement of Learning Outcomes" American Psychologist, 18, 1963, pp. 519-522.

i. Letton, Mildred C., "Evaluating the Effectiveness of Teaching Reading", *Evaluation of Reading*, Helen M. Robinson (ed.), Supplementary Educational Monograph No. 88, December, 1958, pp. 76-82.

j. Oppenheim, A.N., *Questionnaire Design and Attitude Measurement*, New York, Basic Books, Inc., 1966, p. 289.

k. Rehage, Kenneth J., "Techniques for an Adequate Evaluation Program in Reading," *Evaluation of Reading*, Helen M. Robinson (ed.) Supplementary Educational Monograph No. 88, December, 1958, pp. 159-163

l. Simon, Anita, and E. Gil Boyer (eds.), *Mirrors for Behavior; An Anthology of Classroom Observation Instruments*, Philadelphia, Research for Better Schools, Inc., 1968.

m. Stake, Robert E., and Terry Denny, "Needed Concepts and Techniques for Utilizing More Fully the Potential of Evaluation", in *Educational Evaluation: New Roles, New Means*, the Sixty-eighth Yearbook of the NSSE, Ralph W. Tyler (ed.), 1969, pp. 370-390.

n. U.S. Office of Education, "Guidelines: Special Programs for Educationally Deprived Children: Section II, Design and Evaluation of Projects". No. OE-35079. Washington, D.C., U.S. Gov. Printing Office, 1965, pp. 34-40.

q. General Description: The books and articles in this category deal primarily with techniques and instruments which are used in the collection of data for evaluation. Some of the material is general, while others deal with specific areas.

Analysis of Title I Programs

Variables in Evaluating Reading Programs

Introduction

Two hundred-thirteen 1966-1967 Title I proposals were abstracted and analyzed by the staff of the Measurement and Evaluation Center in Reading Education at Indiana University to determine variables related to reading education which they purported to measure. This chapter reports the state of the art in current evaluation techniques through describing the types of reading variables which Title I projects most frequently sought to assess, the methods of data collection, and the types of evaluation designs most frequently employed.

Technique of Classification

Only those portions of Title I proposals which dealt specifically with reading education were tabulated. Variables were classified into one of two broad headings: (1) those which sought to assess the *cognitive* realm, and (2) those which sought to assess the *affective* realm. Each of these two major headings was in turn sub-divided to incorporate objective and subjective data collection techniques. Under these sub-categories, the *specific* method of data collection was pigeon-holed. Each proposal was also classified according to the evaluation design employed.

Necessarily, some decisions as to proper classification had to be made arbitrarily. For example, when a specific data collection technique could logically fit into more than one sub-category, it was classified according to its most general use. While anecdotal records may contain some information about cognitive development, their most popular use is for collection of relatively subjective observations.

The sections which follow summarize the most frequently occurring data collection techniques under each of these five main headings: (1) Cognitive Area, objective measures; (2) Cognitive Area, subjective measures; (3) Affective Area, objective measures, (4) Affective Area, subjective measures; and (5) Types of Evaluation Designs.

Cognitive Area, objective measures. Table I summarizes the most frequently employed objective measures for assessing cognitive growth in reading. Those measures reported by fewer than one per cent of the 213 reviewed proposals were not included. Reading achievement tests and general achievement tests were the most frequently recurring data collection techniques with fifty-eight per cent and fifty-six per cent reported use. Use of both intelligence and reading diagnostic tests were incorporated into twenty-five per cent and twenty-four per cent, respectively, of the reviewed Title I proposals. Less frequently used were local or teacher-developed tests (fourteen per cent), changes in grade point average (twelve per cent), and reading readiness tests (eleven per cent). Nine per cent of the objective measures for assessing the cognitive development of the student were unclear or not fully critiqued in the proposal. Tape-recorded oral language analyses and number of retentions were cited as methods used by three per cent of the programs. Analysis of writing samples and tests of ability in study skills received attention from two per cent of the programs. One per cent employed pre- and post-comparisons of numbers of college admissions.

Cognitive Area, subjective measures. Table II depicts subjective measures used to assess cognitive growth in reading. Ten per cent of the programs used some form of teacher observation; in many cases the specific form for recording observations was not included. Six per cent used teacher checklists, while five per cent and three per cent, respectively, used teacher ratings and teacher questionnaires. Pupil self-reports were employed in two per cent of the literature. Teacher interviews and systematic logs were used in one per cent of the programs.

Affective Area, objective measures. Objective measures for assessing changes in attitudes and behaviors are listed in Table III. The second portion of Table III indicates who made the assessment, whether pupil, teacher, parent, or other staff member. Usage of instructional materials, including library records, was available in eighteen per cent of the Title I programs. Seventeen per cent placed value upon analysis of attendance reports; seven per cent compared the drop-out rate both before and after initiation of the program. Personality inventories were used by five per cent of those reporting. Breadth of reading interest as assessed by the kinds of library books checked out was a variable in three per cent of the programs. One per cent employed a pre-post comparison of disciplinary referrals.

Fourteen per cent used some form of pupil rating scale, attitude inventory, or sociometric device. The same types of measures aided in assessment of teacher attitudes in twelve per cent of the cases. Four per cent asked parents to respond to the program through rating scales and inventories, or used an assessment of parental involvement in the program as a variable. Approximately one per cent used rating scales and attitude inventories for the entire staff.

Affective Area, subjective measures. The most frequently employed subjective measure of the affective realm was teacher observation, this method having been built into thirty-six per cent of the Title I programs. Anecdotal records were used by nineteen per cent. Seven per cent used a subjective type of teacher questionnaire. Four per cent planned for use of case studies. Two per cent of those reporting used teacher interviews, checklists, and cumulative records as a basis for decisions as to effected attitudinal changes. The second part of Table IV shows the percentage of programs which asked for some subjective evaluation of the program by a specific group. Twenty-four per cent of the programs asked parents to respond; twelve per cent asked for subjective responses from pupils and staff; seven per cent asked specifically for subjective responses from administrators. Two per cent incorporated psychologists' observations into their programs.

Evaluation Design Employed. Table V indicates that the reported programs relied heavily upon pre-post testing either singularly or in combination with other techniques. Seventy-four per cent of the reports relied exclusively on this method or used pre-post comparisons in conjunction with other designs. At least twenty per cent indicated no specific evaluation design. Eight per cent employed a control group for comparison. Three per cent used a random sampling procedure for retesting purposes. Comparison of achievement with previous years was also employed by three per cent. Two per cent of the proposals reported use of matched pairs. Comparisons with state norms and use of a post-test only were techniques used by one per cent of the reporting group. Techniques more infrequently relied upon (less than one per cent) were continuous re-evaluation and periodic evaluation by outside evaluators.

Conclusions

Through a review of 213 Title I proposals, it can be determined that in those reporting:

1. The most frequently used objective measures for data collection were reading achievement and general achievement tests.

2. The most frequently used subjective method for data collection of cognitive and affective changes was teacher observation.

3. The most frequently employed objective measures of affective growth were usage of materials and attendance records.

4. The most frequently employed evaluation design was of the pre-test, post-test variety.

5. More Title I programs relied on measures of cognitive changes than on measures of affective changes.

In assessing the literature on evaluation and the evaluation reports on reading programs, this writer agrees with Guba (1969) in his list of "crucial lacks."

1. Lack of adequate definition of evaluation.

2. Lack of adequate evaluation theory

3. Lack of knowledge about decisions processes

4. Lack of criteria

5. Lack of approaches differentiated by levels

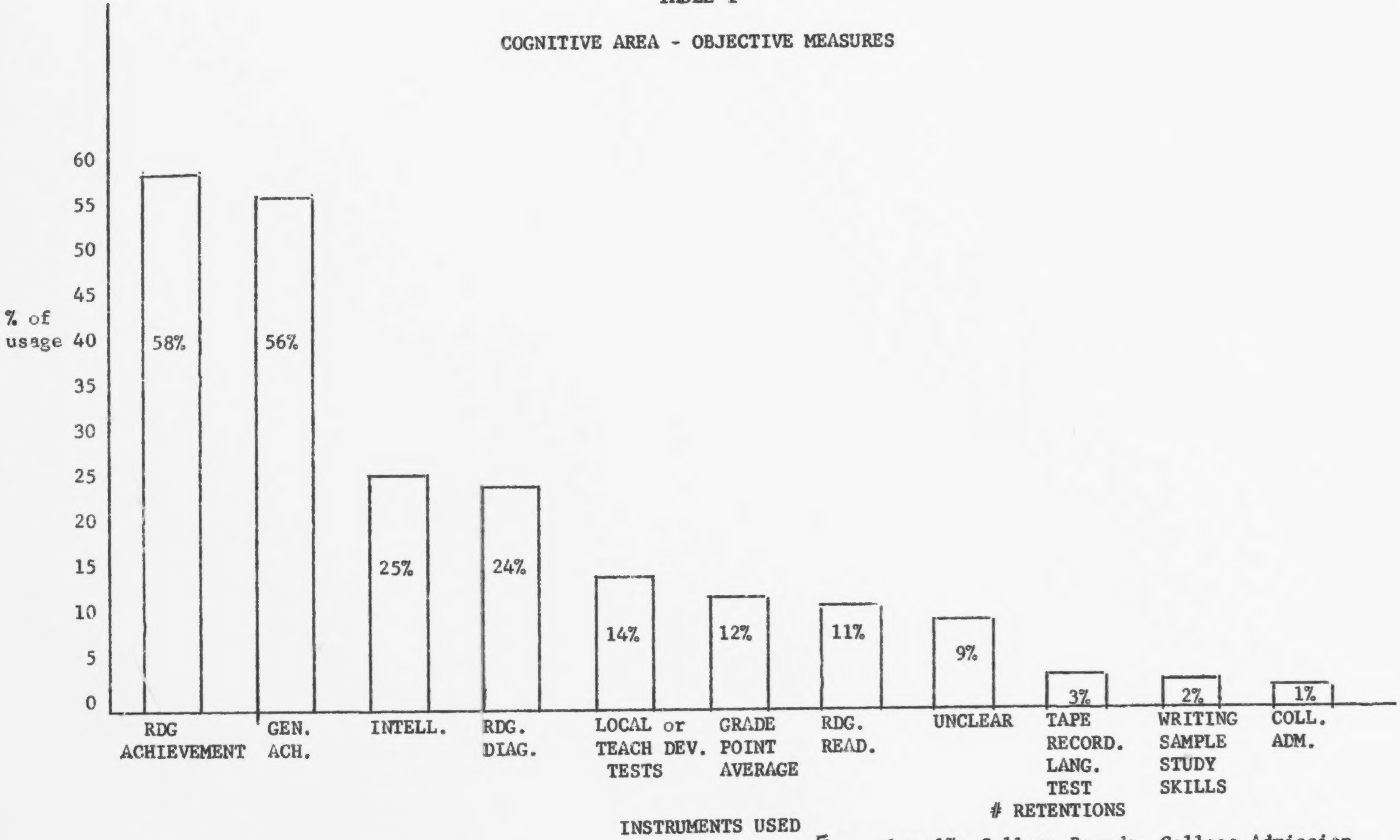
6. Lack of mechanisms for organizing, processing, and reporting evaluative information.

7. Lack of trained personnel.

This and the accounts presented in this paper make clear the fact that evaluation is not a single faceted activity, but a complex undertaking involving a number of different although related elements. Accordingly, it is reasonable that efforts to solve the problems of evaluating reading programs be directed toward one of the several problems rather than the total evaluation process.

TABLE I

COGNITIVE AREA - OBJECTIVE MEASURES



[less than 1%: College Boards, College Admission, and vocational success]

TABLE II

COGNITIVE AREA - SUBJECTIVE MEASURES

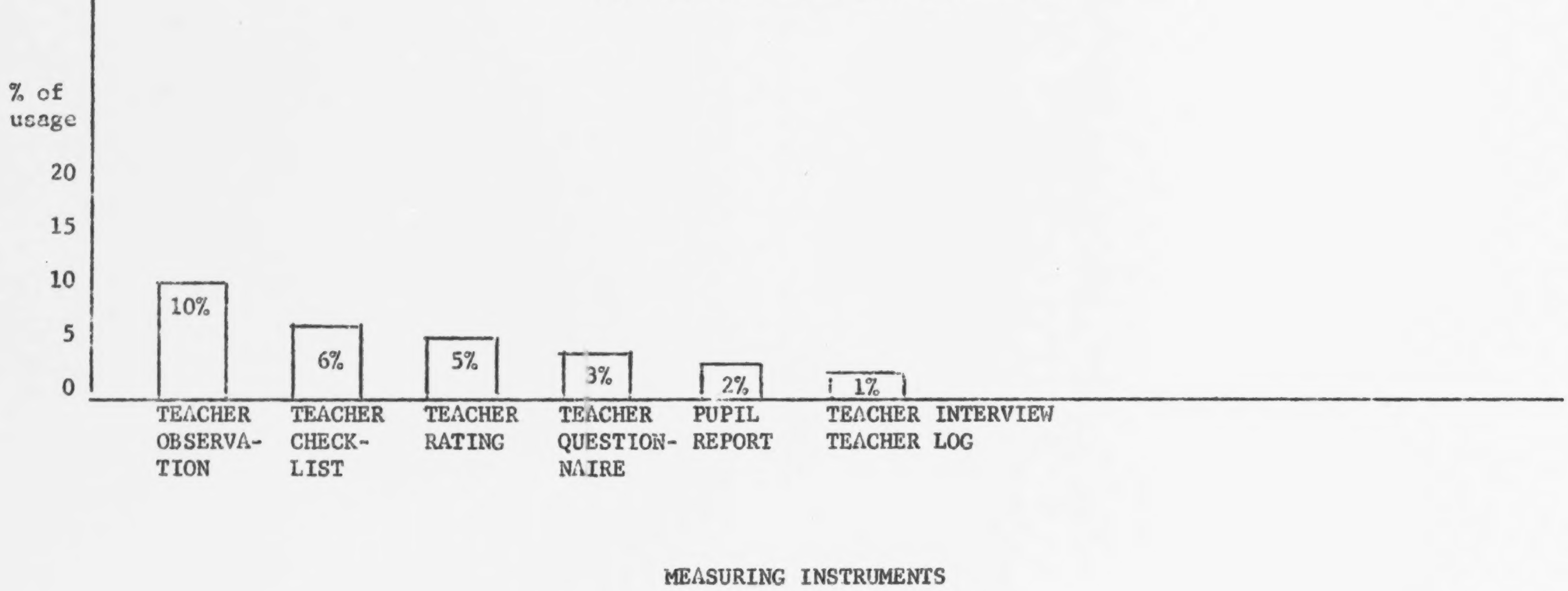


TABLE III

AFFECTIVE AREA - OBJECTIVE MEASURES

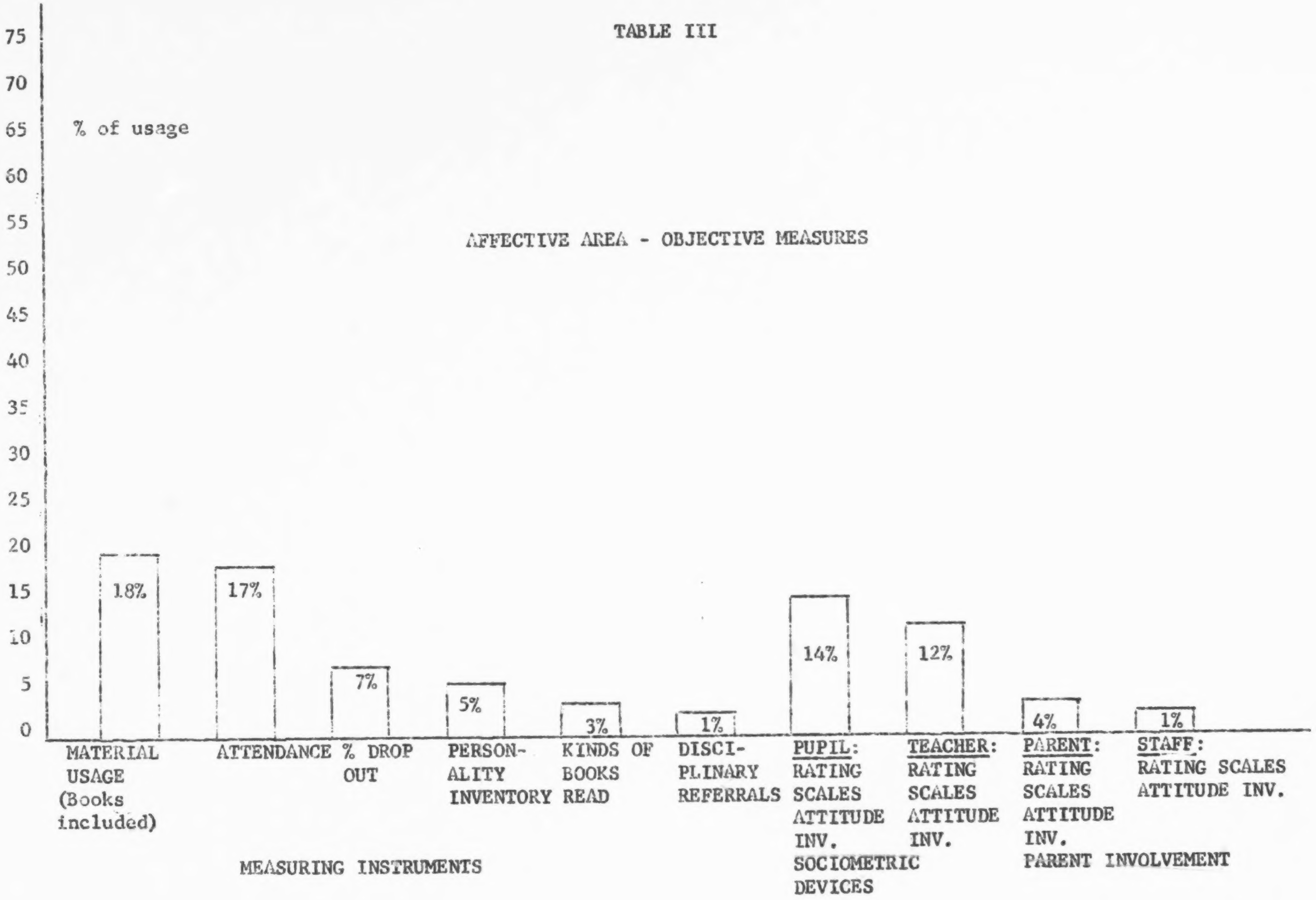


TABLE IV

AFFECTIVE AREA - SUBJECTIVE MEASURES

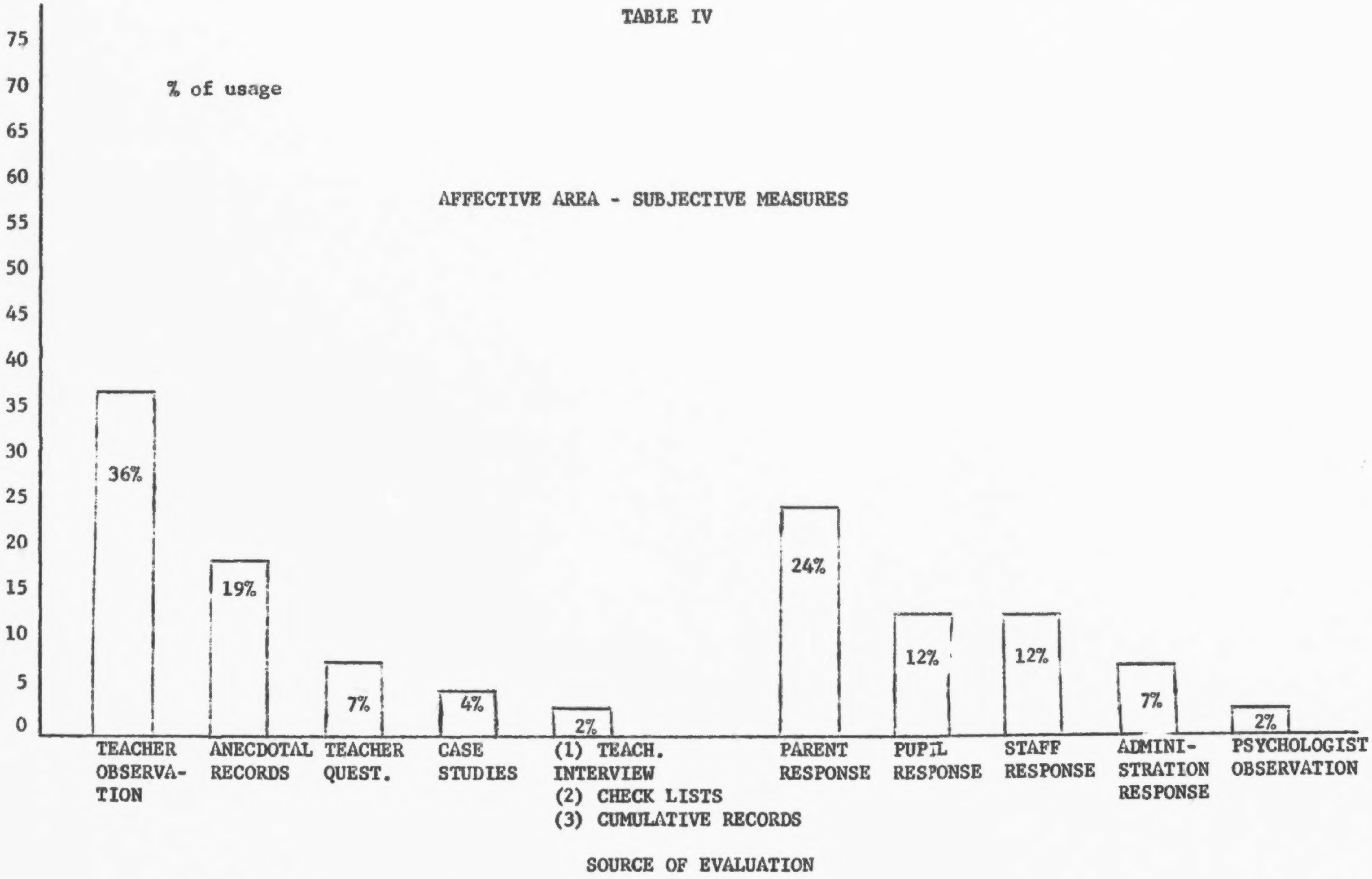
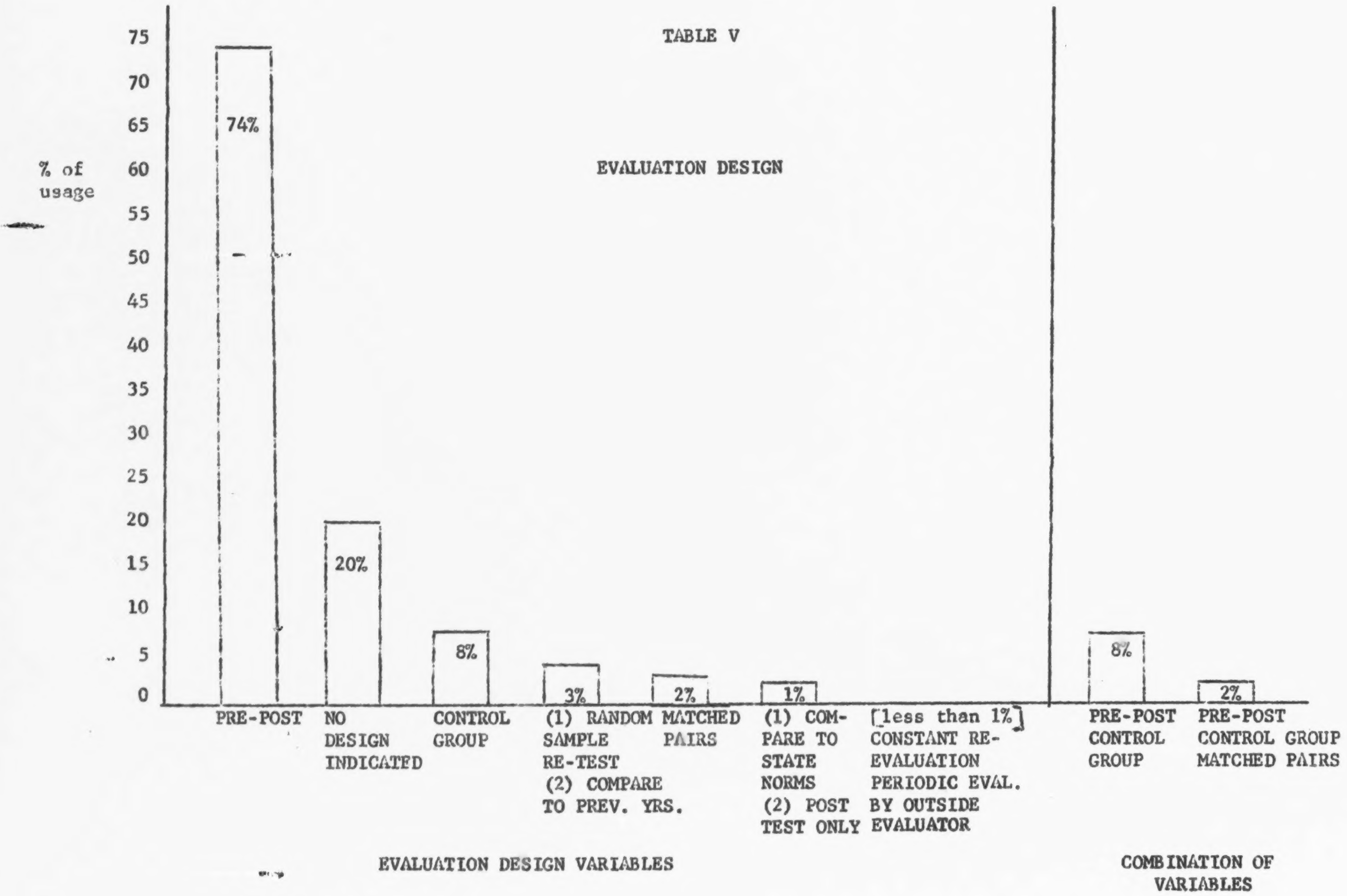


TABLE V

EVALUATION DESIGN



Research and Theory on Evaluation
An Annotated Bibliography

by

Carl E. Smith
Nancy Andrews

Research Methods for Decision-Making

Abt, Clark C. A Cost-effectiveness Model for the Analysis of Title I ESEA Project Proposals, Part I-VIII. Cambridge, Massachusetts: Abt Associates, Inc., December 1966.

Cook, Desmond L. The Impact of Systems Analysis on Education. Ohio State University: Educational Research Management Center, April 1968.
. . . terminology and the difficulty of securing evidence about its impact and application are outlined. Warnings and recommendations regarding the role of system analysis in education are presented. Nature and extent of systems analysis in education is discussed.

Cook, Desmond L. The Use of Systems Analysis and Management Techniques in Program Planning and Evaluation. Orange, California: Chapman College, June 1967, 11 pages.
Interrelates the concepts of systems analysis, program planning and evaluation. Overview of network-based management systems--PERT and Critical Path methods.

Katzenbach, Edward L. Planning Programming Budgeting Systems: PPBS and Education. Cambridge, Massachusetts: N. E. School Development Council, March, 1968.

Knezevich, S. J. The Systems Approach to School Administration: Some Perceptions on the State of the Art in 1967. Paper presented at U. S. Office of Education Symposium on Operations Analysis of Education, Washington, D. C., November 1967.

Mushkin, Selma J., and James R. Cleveland. Planning for Educational Development in a Planning, Programming, Budgeting System. N.E.A., Washington, D.C.
Planning for educational development by means of a PPBS. An illustrative example of the process of cost effectiveness analysis is appended.

Ripley, Kathryn Jane. PERT as a Management Tool for Educators. Ohio State University, April 1968.
The use of PERT charts in the establishment of Northern Virginia Community College.

Skager, R. W., and L. A. Broadbent. Cognitive Structures and Educational Evaluation. Los Angeles: California University, April 1967, 87 pages.
Critical Reviews of over 40 articles and studies related to the Piagetian theory of cognitive development.

Terrey, John N. Program Budgeting and Other Newer Management Tools in Higher Education: a description and annotated bibliography. Seattle, Washington: Washington University, June 1968. Occasional Paper - 6.
First part describes Delphi Technique, PERT, Planning Programming Budgeting System (PPBS), and Review techniques. Second part is Annotated Bibliography.

Validation of Informal Measures

Campbell, Donald T., and Julian C. Stanley, "Experimental and Quasi-Experimental Designs for Research in Teaching", in N. L. Gage, *Handbook of Research on Teaching*, 1963, pp. 171-246.
A chapter which examines the validity of 16 experimental designs against 12 common threats to valid inference. The authors use the 1923 book by W. A. McCall (*How to Experiment in Education*) as a model. Subheadings are: Problem and background; Three pre-experimental designs (inc. 1 - The one-shot case study; 2 - The One-Group pre-test post-test design; 3 - The static-group comparison): Three true experimental designs (inc. The pretest - post-test control group design, The Solomon four-group design, and the post-test-only control group design, with factors affecting each discussed.); Other dimensions of extension; Quasi-Experimental designs (inc. The time-series experiment, The equivalent time-samples design, The equivalent materials design, The non-equivalent control group design, counterbalanced designs, The separate-sample pretest-post-test design, The separate-sample pre-test - post-test control group design, The multiple time-series design, The recurrent institutional cycle design: "a patched-up" design; regression-discontinuity analysis); Correlational and Ex Post Facto Designs: concluding remarks; and References.

Crowell, Michael G. *An Experimental Study of the In-Service Preparation of Secondary School English Teachers in Transformational Grammar.* USOE project no. HE-145, USOE Contract no. OE-5-10-029, February, 1969.
A study which developed as a result of *The Report of the Self-Evaluations of Experienced Illinois Secondary School English Teachers*, by Raymond D. Crisp, December 1968. As is stated in the summary, this study was undertaken to explore the effectiveness of one way of preparing in-service teachers in transformational grammar. The method involved two phases: 1) the training of a small core of high school English teachers in a school district in transformational grammar; and 2) a series of four introductory lectures for all district teachers. Training in the first phase was intensive, and involved outside readings and ten two-hour sessions. The second phase was made up of four lectures lasting one hour each, and was meant to provide only a very general picture of the material. Effectiveness of the material was measured by pre- and post- tests for seminar participants and by questionnaires distributed to all teachers attending the lectures of the second phase. Appendixes include course plan for ISCPET Seminar in transformational grammar, Schedule of Lectures for Unit School District No. 205 Teachers, Pre- and Post- test for seminar in transformational grammar and questionnaire on Attitudes toward transformational grammar. Although no statistical analysis of the project was computed, the feeling of the author seemed to be that the general plan was found to be successful.

Gage, N. L., "An Analytical Approach to Research on Instructional Methods", *Phi Delta Kappan*, XLIX, June 1968, No. 10, pp. 601-606.
Description of one type of research in teaching being done at Stanford University, which Gage calls "micro-criteria and micro-teaching" as oppossed to the more often used global criterion approach. Micro-criteria refers to the breaking down of teaching into "technical skills" and micro-teaching uses video-tapes of the teacher teaching one specific lesson to a group of 5 students who were then tested on material presented. The method discussed is used in instruction of intern teachers using their tapes in evaluation of their skills. Checks of validity were worked out and are discussed.

Research Applied to the Evaluation of Specific Programs

Bliesmer, Emery P., "Methods of Evaluating Progress of Retarded Readers in Remedial Reading Programs", The Fifteenth Yearbook of the National Council on Measurements Used in Education, Edith M. Huddleston, Ed. The Council . . . New York, 1958, pp. 128-134.

The results of an exploratory study of methods of evaluating progress made by retarded readers are reported. Subjects were drawn from two public school reading clinics in Texas. Group 1 contained 40 Caucasian pupils ranging in chronological age from 9-4 to 14-2. Group 2 consisted of 41 Negro pupils with a similar age range. Group 1 was administered an individual intelligence test, and Group 2 was administered a group intelligence test. Cumulative records were used to obtain reading achievement test scores from grades prior to clinic admission. The clinic program was administered two hours each week for seven months. In general, clinic gains indicated by Gates test results were noticeably greater that those indicated by Metropolitan test results. When clinic gains were compared with average yearly gains during years in school before the clinic year, Metropolitan clinic gains in the case of Group 1 and from about three to over four times as great in the case of Group 2. Definite decreases in potential-achievement gaps were indicated by various types of analyses.

Crisp, Raymond D. The Professional Competency of Illinois Secondary School English Teachers: A Report of the Self-Evaluations of Experienced Illinois Secondary School English Teachers. USOE project no. HE-145, USOE Contract no. OE5-10-029, December 1968.

Presents the results of a study that was designed to determine how experienced secondary school English teachers in Illinois rate themselves in areas of knowledge of English which includes sub-categories of Language, written composition, literature and oral communication, and knowledge and skill in teaching English. Other concerns of the study included the relationship of the self-evaluations to number of years of teaching experience and the relationship of the self-evaluations to college degrees held by the teacher. The ISCPET: Illinois Self-Rating Scale for Experienced English Teachers (Form G) was developed for use in this survey. Tables representing the above data made up a large portion of this report. In the discussion section information from the National Interest and the Teaching of English (1961 Report) were presented. Also teacher comments which relate to this above listed concerns of the study were included. Conclusions, recommendations and a summary completed the report.

A major finding of the study was that teachers consider their strongest criterion under the category of knowledge and skill in oral communication (the sub-category in which teachers felt most competent) to be the "ability to read aloud well enough to convey most aspects of the interpretive art: meaning, mood, dominate emotions, over-tones, and variety,--and their weakest criterion to be knowledgeable ways to teach reading in the classroom, including corrective and developmental reading techniques." Their weakest sub-category was knowledge of language and specific reference here was made to knowledge of at least two systems of English grammar and knowledge of the history of the English language. Thus the study seems to indicate that the prepatory curriculum for prospective English teachers needs to include more courses in Language, linguistics, and the application of linguistics to teaching English, literary criticism, theories of literary criticism, the history of rhetoric and the development of English prose.

Curr, William and N. Gourlay, "An Experimental Evaluation of Remedial Education", British Journal of Educational Psychology, XXIII, Part I (February 1953), 45-55.

The test-selected versus the teacher-selected method of placing students in remedial education was investigated along with the effectiveness of a course of remedial instruction. Eight pupils were selected from each of eight primary schools--four test-selected and four teacher-selected pupils. In addition to the test-retest procedure, provision was made for the statistical control of practice effect and regression by matching of pupils and subjecting both the experimental and control groups to the same tests. Remedial instruction was confined to reading, arithmetic, and spelling and continued over two school terms composed of 2 half-days per week. Although pupils in the test-selected group made greater gains than the teacher-selected group, the differences are not statistically significant. Only in the case of the Schonell Reading Comprehension Test (Form A) was the true gain found significant.

Diagnostically-Based Curriculum, Project No. 107143, Contract No. OEC-0-9-107143-1370 (099), American Institute for Research, Palo Alto.

Compares the results of two pre-school programs for disadvantaged children. One was the Diagnostically-Based Curriculum in Bloomington, Indiana, and the other was the Johnson-Western Pilot Project at Racine, Wisconsin. The Bloomington group showed significantly better gains than the control group, while the Racine group failed to make significant gains.

The two programs were similar. The success of the Bloomington project may be explained by these differences: careful diagnosis of pupils' individual needs, teaching limited by these diagnoses, carefully trained staff, small-group approach, and considerable planning.

Gordon, I. J. The Assessment of Classroom emotional climate by means of the observational schedule and record. Journal of Teacher Education, 18, 1966, 224-232.

The Emotional Climate Scale and the Observational Schedule and Record (OScAR) developed by Medley and Mitgel was used in this project for assessing classroom behavior. The Schedule consisted of two scales. Scale one includes the following items: 1. teacher uses sarcasm, 2. teacher yells, 3. teacher ignores pupil's question, 4. teacher verbally shows affection for pupil, 5. teacher non-verbally shows affection for pupil, 6. pupil verbally shows affection for teacher, 7. pupil non-verbally shows affection for teacher, 8. pupil ignores teacher's question, 9. pupil ignores action, 10. pupil shows subtle disorderly behavior, 11. pupil whispers, 12. pupil helps pupil, 13. pupil laughs, 14. pupil and teacher laugh together. It is used for the first, third and fifth five minute segments of the half hour observation. Scale two includes negative verbal, negative non-verbal, positive verbal, and positive non-verbal items and it is used the second, fourth and sixth segments of five minutes each. Also, the Schedule was scored for each of the three subscales: manifest teacher hostility, supportive teacher behavior and disorderly pupil behavior. Since no standard scoring procedures were provided by Medley and Mitgel, a score utilizing the loadings of the three subscales was developed. On the basis that the separate subscales might be more powerful than the total score itself correlations among subscales, item analyses and comparison with other populations were run to examine the internal structure of the observation schedules. These results were discussed and presented in tables.

Three groups were observed: elementary female interns (student teachers), secondary female interns and male interns.

On scale one items 4, 5, 7, and 13 reveal significant differences between the elementary and secondary with elementary female interns and elementary pupils showing more affection than secondary teachers or pupils. However, the elementary classrooms have less laughter than the secondary rooms. On scale two there were significant differences among the groups in all four items. The elementary female group made significantly more reproving statements and supportive statements than did either of the other two groups and they also engaged in significantly more non-verbal negative behavior. The male interns engaged in significantly fewer non-verbal positive behaviors than did their female peers. The elementary interns made more evaluative statements which conveyed emotion than did the secondary teachers; the latter being more neutral in their verbal behavior.

Even though the OScAR and above reported project had some limitations and weaknesses it was felt that the observational schedule itself was a valuable tool.

Reid, Ethna R, "Evaluation of Teacher Training in a Title III Center". Proceedings of the 1968 Invitational Conference on Testing Problems, Thomas J. Hastings, Chairman, 1968, pp. 31-71.

Four areas of activity of the Exemplary Center for Reading Instruction, Granite School District, Salt Lake City, Utah are discussed.

1. Evaluation strategy aimed at beginning reading programs, developed by Dr. Gabriel Dell-Piana, dealing with material selection tentatively showed McGraw-Hill Programmed Reading yielded greater achievement for pupils in initially middle and high levels of reading readiness but not for pupils in low levels. Controls used eight basal programs. Further analysis of materials dealt with determination of word-recognition errors in oral reading and their consistency. Analysis of teaching behavior to reveal deficiencies that might account for lack of superiority of Programmed Reading over controls for low-readiness pupils took three approaches: 1) identifying the most and least effective teachers for the low ability pupils; 2) observing behavior of these teachers using text materials; and 3) developing observational systems for detecting effective pupil-management for techniques. Evaluators were able to distinguish which teachers were most effective with low-ability pupils.
2. Evaluation strategy for classroom management behavior is now being developed. The major instrument for student and teacher behavior evaluation is described and is being refined. Instrument is used by by trained observers evaluating and rating 5 randomly selected second graders over nine thirty-second observation periods. Ten seconds of each thirty seconds is spent observing, twenty seconds recording.
3. Means for evaluating the four dissemination avenues of the Center are discussed, three briefly. The problems and solutions of dissemination via mail service is discussed at length, including the development of a tool for the evaluation of the ECRI Newsletter, and results of its use.
4. Basic research is sponsored by the Center in cooperation with other agencies such as the University of Utah.

Several Brief Comments on Selected Evaluation Studies, commissioned by: Consortuim of Professional Associations for Study of Special Teacher Improvement Programs.

Project Impact: A Summary by Evelyn Perloff

Describes Project Impact which was designed to evaluate the summer institute program for teachers (title XI, NDEA, 1958). The program examined subject content and methodology, personal and professional attitudes, and teaching strategies. The methods of evaluating are described. Nine items ranging from a simulated teaching process to the Allport-Vernon-Lindzey Study of Values were used. Both pre and post testing was done. Results found no significant improvements in any of the areas.

The Experienced Teacher Fellowship Program Evaluation Study
by Walter H. Crockett

Describes the method and results of evaluation of the ExTFP program in which experienced teachers return to graduate school. Interviews were conducted with fellows, faculty and program directors. Teams of evaluators visited the programs to assess the progress. The evaluation demonstrated that the program was effective. There were two areas of concern discussed, the quality of some of the courses, and the needed emphasis on and quality of methods courses.

Experienced Teachers Go Back to School
Walter Crockett, Joseph Bentley, and James D. Laird

Reports some statistics from the evaluation of the ExTFP. Faculty and teacher opinions were compared concerning goals of the teachers, functions of teachers, goals of ExTFP, and objectives best achieved by the program. Teachers rated the usefulness of the program and quality of the courses. Faculty rated ability of the teachers. Comments concerning the teachers adjustment to the program were noted.

Feasibility of Educational Evaluation

Ahmann, J. Stanley, "Aspects of Curriculum Evaluation: A Synopsis", Perspectives of Curriculum Evaluation, Tyler, Gagne, and Scriven, 1967, pp. 84-89.

A comparative summary of articles written by Gagne, Tyler, and Scriven in Perspectives of Curriculum Evaluation.

Ahmann, J. S. and Glock, M. D. Evaluating Pupil Growth (2nd ed.). Boston: Allyn and Bacon, 1963.

This book contains four parts and sixteen chapters. The chapters in the first part, Evaluation in Education include 1. Feasibility Role of Evaluation in Education and 2. Educational Objectives in Evaluation. Part two, Informal Methods of Evaluating Achievement, includes chapters 3. Measuring Knowledge Objectively, 4. Measuring Understandings Objectively, 5. Informal Essay Achievement Tests, 6. Appraising Informal Achievement Tests, and 7. Evaluating Procedures and Products. Part three, Characteristics of a good Evaluation Instrument; includes chapters 8. the use of test scores and norms, 9. The Validity of Evaluation Methods and 10. The Reliability of Evaluation Methods, Part four, Evaluating Pupil Behavior and Improving Learning includes chapters 11. Standardized Achievement Tests, 12. The Testing and Evaluating of Aptitudes, 13. Evaluating Personal-Social Adjustment, 14. A School Wide Program of Evaluation, 15. Diagnosis and Remediation of Problems, and 16. Determining and Reporting Growth.

Brickell, Henry M., "Appraising the Effects of Innovations in Local Schools," in Educational Evaluation: New Roles, New Means. The Sixty-eighth Yearbook of the National Society for the Study of Education, Ralph W. Tyler (ed.) 1969, 284-334.

The purpose of this chapter is to present those factors that one should consider in determining the desirability of innovation. First what is the source of the pressure to innovate--internal evaluation of present programs or external factors such as alternative instructional objectives or alternative instructional processes? Second, what are some of the alternatives--develop a program or import one? Third, how would new programs fit into and affect the school itself? Finally, how would the innovation affect pupil learning? Some of the characteristics of each alternative which should be considered are its magnitude, completeness, complexity, convenience, flexibility, distinctiveness, replicability, interaction with other programs, readiness, trial possibility and cost. In addition the content, the staff requirements, the setting, the equipment and materials, and the time and space required should be considered. Once this information about the innovation has been established, the present system should be thoroughly analyzed. Some of the most important considerations are the background of the present faculty, the attitude of the board education and the community itself. If a new program is instituted, the authenticity of the innovation, the reasons for any adaptations which have been made in it and its durability over the long haul as a component of the local school should be assessed in an interim evaluation. Finally, a new program should facilitate not inhibit future changes, as change is a part of education.

Congreve, W. J., "Implementing and evaluating the use of innovations." Helen M. Robinson (ed.) Innovation and Change in Reading Instruction or Yearbook of the NSSE, Chicago: University of Chicago Press, 1967, 1968, pp. 291-319.

Evaluation in terms of purposes of innovation. Focus is on background, processes, and products, and includes systematic feedback as the essence of rapport between evaluators and school personnel.

Guba, Egon G., "The Failure of Educational Evaluation," Educational Technology, May, 1969, pp. 29-38 and Bibliography.

Section headings are: "Some Clinical Signs of Failure, the basic lacks, where next? and References.

Laird, James D. The Unintended and Unwanted Effects of Educational Evaluation and Testing. Clark University.

Discusses the effects of current evaluation procedures, encourages change and suggests that those in the best position to instigate change are the professionals in the disciplines.

His basic premise is that evaluation measures determine what is taught. The present emphasis in evaluation and thus in course content is the accumulation of knowledge, the least valued objective of education.

Curriculum builders have utilized the professionals of the particular disciplines to develop a feeling for the structure and logic of the discipline and this same use of the professionals is needed to devise evaluation procedures which more appropriately reflect and encourage the most important goals in education.

Tefler, Richard G., "Dynamics of Change: Forces Behind Curriculum Modification," The Clearing House, November, 1966, pp. 131-135.

Presents factors which influence change. Our changing social order, population mobility, technical advancement, federal aid programs, continued teacher education, and current literature are the forces which are causing curriculum change. Personal interviews with administrators yielded in different words a very similar list. Those factors which tend to block curriculum improvement, according to the administrators who were interviewed include lack of time, lack of effective means of communication, lack of agreement of what is to be done, lack of money to do the necessary tasks, staff turnover, etc. This article also included the following sections: techniques for getting staff involved, desirable administrative design and curriculum trends. Two major conclusions of the article were 1) identify the forces outside the school and determine to what extent the curriculum needs to be adjusted to be in tune with society's needs, and 2) since the increased emphasis seems to be on the social aspects of life, our efforts should be focused on this if we are to insure a world of thinking people.

Tyler, Ralph W., "Changing Concepts of Educational Evaluation", Perspectives of Curriculum Evaluation, Tyler, Gagne, and Scriven, 1967, pp. 13-18.

Indicates need for some "agency" to sort out and arrange materials in an orderly fashion, eliminating obsolete notions, clarifying and strengthening the framework of educational evaluation. Tyler's thesis is that the accelerating development of research in this area has created a collection of concepts, facts, generalizations and research instruments and methods that represent many inconsistencies and contradictions because new problems, conditions, and assumptions are introduced without determination of their place in the relevance and logic of the older structure.

Management

Grogman, Hulda. Evaluation Activities of Curriculum Projects, American Educational Research Association monograph series on curriculum evaluation, No. 2, Chicago: Rand McNally, 1967.

Discusses the practical aspects of Evaluation. Most beneficial chapters appear to be 2, 4, and 5, "What to Evaluate, How to Evaluate, and Arrangements," respectively. The Politics of Evaluation and the Ethics of Evaluation, two topics in the first chapter, "The Context of Curriculum Evaluation," also appear worthwhile. The "What to Evaluate" topics include Formative and Summative Evaluation, The Audience for Evaluation, Internal versus External Evaluation, Evaluation of Product, Evaluation of Process and Evaluation Questions and Priorities. The How to Evaluate topics include some general considerations in Budgeting, Time Schedules, Building Rapport and Making Teacher Participation Easier were discussed. The final chapter entitled, "What are Reasonable Expectations" and the Appendix includes a summary of categories of the Taxonomy of Educational Objectives, Questions Relevant to Change, Research Questions, and Some Uses of Test Data in Formative Evaluation.

Guba, Egon G., and Daniel L. Stufflebeam, Evaluation: The Process of Stimulating, Aiding, and Abetting Insightful Action. An Address delivered at the Second National Symposium for Professors of Educational Research, 1968.

Howard, Elizabeth Zimmermann, "Appraising Strengths and Weaknesses of the Total Reading Program", Evaluation of Reading, Helen M. Robinson, ed., Supplementary Educational Monographs, No. 88, pp. 169-173.

Ways in which the total personnel of a school should participate in appraising the strengths and weaknesses of the total reading program. The role of the superintendent is outlined in seven functions: knowing what constitutes the reading program in his schools; knowing the children and the community; recognizing the need for and delegating responsibility for evaluation; working on a committee without being the chairman; indicating his interest in all evidences of the strengths and weaknesses of the program; viewing objectively community reaction; and accepting evaluation results from personnel responsible and interpreting them to the school board and community. The role of the principal is also defined in terms of seven functions. These include working with his teachers, knowing what goes on in the reading program, keeping teachers looking at children, encouraging teachers to try new things, helping teachers use test results wisely, keeping staff informed of parent comments on the reading program, and viewing appraisal as a cooperative endeavor. The role of the supervisor is distinguished from that of the principal and superintendent and is seen as providing guidance and help in coordinating the efforts of individual schools in appraisal. The teacher's role is considered only in relation to that of the others.

Johnson, Eleanor M, "Guidelines for Evaluating New Instructional Programs," Reading Teacher, 20 (April 1967), pp. 600-604.

In evaluating new materials or instructional programs one must use criteria which is based on the learning process. This includes continuity and sequence of the learning, utilization of varied approaches to learning and provision for diagnosis and self-evaluation.

Continuity means how the material "holds together" and sequence means the pattern of development of the material.

When one evaluates the continuity of a program, he asks, Are basic concepts around which specific content and learning activities can be organized identified? Does the program give guidance in developing the thinking skills of the pupil at the levels of concrete, interpretive and critical, and creative thinking?

Concrete questions include the who, what, when and where of the problem. Interpretive and critical thinking questions are concerned with the implications of the problem--seeing relationships, drawing conclusions, evaluating ideas. Creative questions are open-ended and invite a variety of responses. Often they start out as follows: What would happen if. . .?; What other uses. . .?

In evaluating the varied learning approaches one must determine if the three basic principles of learning--cue, participation, and reinforcement--are utilized.

In evaluating the multi-media resources one must ask: Do these newer devices accomplish clearly stated goals? provide for individualized learning? or are they just fads and band wagons in the educational parade?

Additional questions to ask in program evaluation include the following: What provision is made for creative development? According to Torrance in Guiding Creative Talent, "a relaxed and friendly atmosphere is not enough to develop creative thinking. We must guide and even structure activities." What provision is made for diagnostic teaching in terms of assessing pupil needs, meeting individual differences, etc.? Does the program provide training for the learner in skills of self-evaluation? Does the program provide guidance and materials for structured flexible instructional groups? Does the teacher's guide cite known authors, key materials and activities of principles of learning and specific objectives and supply guidance in creative development and interpretive thinking. Finally, what tested research has been used as guidelines in developing this teaching-learning program?

Masia, Bertram B., and P. David Mitchell, "Evaluating a National Program: The Training of Teachers of Teachers," Proceedings of the 1968 Invitational Conference on Testing Problems, J. Thomas Hastings, Chairman, 1968, pp. 72-88.

A report of the task and problems of evaluating a national project with respect to performance of functions over a period of time; the formation and composition of the 64 task forces or teams and subsequent changes in a team's compositions and tensions within the team; and output of the total project.

Meierhenry, Wesley C. (Project Director), Planning for the Evaluation of Special Educational Programs: A Resource Guide, U.S. Office of Education, No. OEG-0-0-372160-3553(032), 1969.

Chapter headings are: Evaluation for Decision Making, What and When to Evaluate, Objectives-Guidelines for Action, Data Collection, Budget Planning and Evaluation, Help and How to Use It, Reporting and Dissemination, and References on Evaluation.

Miles, M.B., Innovations in Education. New York: Columbia University Press, 1964, pp. 502-504.

Discusses the external (public) and internal (teachers & administrators) realms of influence which can affect structural changes and the local public schools. The public and school board do not exert a direct influence, but they create the climate for change, e.g. foreign language in the elementary schools.

Administrators are generally the change agents for innovative curriculum developments. This situation exists because the administrator has the authority to precipitate a decision. The three types of changes a teacher can make include: 1) change in classroom practice, 2) relocation of existing curriculum content, and 3) introduction of single special courses at the high school level.

Scriven, Michael, "The Methodology of Evaluation," Perspectives on Curriculum Evaluation, Tyler, Gagne, and Scriven, 1967, pp. 39-83.

Main focus of article is exhibition and reduction of deficiencies in current conceptions of the evaluation of educational instruments which are inadequate both philosophically and practically.

Sections included are: Goals of evaluation vs. roles of evaluation; formative and summative evaluation; Professional vs. amateur evaluation; Evaluation studies vs. process studies; Evaluation vs. estimation of goal achievement; "Intrinsic" evaluation vs. "pay-off" evaluation; Practical procedures for mediated evaluation; The possibility of pure "pay-off" evaluation; Comparative vs. noncomparative evaluation; Practical procedures for control-group evaluation; Criteria of educational achievement for evaluation studies; Values and costs; and A marginal kind of "evaluation"--"explanatory evaluation."

Tyler, Ralph W., "The Evaluation of Teaching," The Two Ends of the Log, R. M. Cooper, ed., 1953, pp. 164-176.

Evaluation is necessary to help the individual teacher improve his own teaching, to provide a valid basis for rewarding good teaching, and to develop a sound body of concepts and principles that will guide future and present college teachers. This means finding out the extent to which the purposes of the activity are actually realized. Each objective must be defined in understandable terms. Conditions for effective learning must be met: motivation of student; that the student find previous ways of reacting unsatisfactory and must try new ways of reacting; learner must have guidance in new behavior; appropriate materials must be provided; opportunity provided for practice of new behavior; new behavior must provide satisfaction; opportunity provided for sequential practice of desired behavior; learner must set high standards for himself to continue learning beyond time when teacher is available. These conditions may be used as an indirect means of evaluating the effectiveness of teaching, more flexible, less rigid and more relevant than methods which set up an ideal description of good teaching against which to check oneself. Student opinion and checking the intellectual interest and effort a teacher puts into planning his teaching may also be used as means of evaluation.

Explication of Evaluation Schemes

Barrett, Thomas C., "Goals of the Reading Program: The Basis for Evaluation." In Thomas C. Barrett, *The Evaluation of Children's Reading Achievement.* Perspectives in Reading, No. 8, 1967, pp. 13-26.

Working from a definition of reading that suggests that the reading program would have three "strands," Mr. Barrett designs a chart (p. 18) which puts the goals into a frame of reference. The chart shows the relationships of the goals to the operational definition, the implementation of the goals and the evaluation process and provides some descriptive information about the categories of goals and their relationship to one another. The categories of goals are then discussed in detail: perceptual goals, cognitive goals, and affective goals. Evaluation of each is mentioned.

Cook, Desmond L. *Program Evaluation and Review Technique, Applications to Education.* U.S. Department of Health, Education & Welfare, Office of Education, OE-12024, Cooperative Research Monograph, No. 17, Washington, D. C., U. S. Gov. Printing Office, 1966.

The purpose of this monograph is to present a technique developed for the project management aspect of research and development. This technique is known as PERT (Program Evaluation and Review Technique). It has been found to be significantly useful in the internal management of projects, the reporting of progress on a consistent basis to the funding agency and as a tool to be used by that agency in evaluating the proposed plan for research. According to the authors of this monograph, PERT's success in effective program management in many areas of government funding would seem to indicate that it is reasonable to assume that such a system would be required as part of educational research and developmental projects or programs. The monograph includes a discussion of the following topics: management process in educational research and development, basic characteristics of PERT, application of PERT to educational research and developmental projects, and the implication of PERT for educational research and developmental projects. Although this monograph does not relate to ebaluation per se, it might provide a useful management model for evaluation projects involving more than one evaluator.

Guba, Egon. *A Model of Change for Instructional Development,* National Institute for the Study of Educational Change, Bloomington, Indiana, 1968.

Hammond, Robert, "Context Evaluation of Instruction in Local School Districts", *Educational Technology,* January 1969, pp. 13-19.

The strategy for content evaluation applied to the evaluation of instruction as it might occur in a local setting provided by a school district.

Lindvall, C. M., and Richard C. Cox, "The Role of Evaluation in Programs for Individualized Instruction," in *Educational Evaluation: New Roles, New Means,* the Sixty-eighth Yearbook of the National Society for the Study of Education, Part II, Ralph W. Tyler (ed.) 1969, 156-188.

This chapter discusses the role of evaluation programs in individualized instruction.

The "structural curriculum" model provides the basis of the discussion. It involves the following elements: sequences of instructional objectives to define the curriculum, instructional materials to teach each objective, an evaluation procedure for placing each pupil at the appropriate point in the curriculum, a plan for developing individualized programs of study, and a procedure for evaluating and monitoring individual progress. Efforts to implement this model span the period of time from its early use in the Winnetka Plan up to the most current of computer based instruction. In addition to these two the Eight Year Plan, the Bucknell Continuous Project Plan and project PLAN are discussed. The chapter concludes with some suggested future directions for evaluation in programs for individualized instruction. For example, background variables such as socio-economic status, family, etc. and personal variables such as slow but sure vs. fast but careless seem to be relevant to complete evaluation of individualized instruction.

Provus, Malcolm, "Evaluation of Ongoing Programs in the Public School System," in Educational Evaluation: New Roles, New Means, The Sixty-eighth Yearbook of the National Society for the Study of Education, Ralph W. Tyler (ed.) 1969, pp. 242-283.

Describes conclusions and techniques that were the result of an attempt to apply evaluation and management theory to the evaluation of programs in a large city school system. The major headings in this chapter include 1) The Pittsburgh Evaluation Model, 2) Methodological Considerations, Implementing the Model, 3) Some Basic Concerns of the Evaluation Staff, and 4) Explanation of the Program Definition. In addition to defining the purpose of evaluation, section one defines the 3 kinds of programs which schools tend to instigate. However, evaluation of the instant installation type is discussed in most detail: a flow chart illustrates the process of evaluation and a taxonomy of program content is presented. In sum, this evaluation is based on a content taxonomy and developmental stages. The various stages (define the program, installed as defined, etc.) and steps of each stage in the evaluation of an ongoing program are presented in another flow chart.

To illustrate who takes responsibilities for the various steps in the evaluation and how they are implemented, a comparison chart distinguishes the evaluation---staff activity from the program-staff activity.

As the specific responsibilities for the evaluation staff relate to research design are outlined more completely in sections three and four. Basically, these are 1) the use of the program staff's description of the program as the best estimate of the conditions of the experiment, 2) observe student and teacher activity in order that they may be compared with the appropriate activity program standards, (here information as to the discrepancy between expected and actual installation is obtained and the program staff is aided in eventually securing effective control over the treatments to which students are exposed.), 3) structural analysis of the type proposed by Gagne and Bloom is carried out (various types of flow charts which can be used for this purpose are described) with collecting data which describes the extent to which student behavior is changing as predicted, 4) employ the appropriate experimental design for determining whether the program has achieved its terminal objectives, and 5) run a cost-benefit analysis, if deemed necessary.

Stake, Robert E., "The Countenance of Educational Evaluation", reprinted from *Teachers College Record*, Vol. 68, No. 7, April, 1967.

This paper explores the questions to be answered when establishing an evaluation plan. Stake elaborates on the need to determine the answers to the following questions before beginning evaluation: (1) Is this evaluation to be primarily descriptive, primarily judgemental, or both judgemental and descriptive? (2) Is this evaluation to emphasize the antecedent conditions, the transactions, or the outcomes alone, or a combination of these, or their functional contingencies? (3) Is this evaluation to indicate the congruence between what is intended and what occurs? (4) Is this evaluation to be undertaken within a single program or as a comparison between two or more curricular programs? (5) Is this evaluation intended more to further the development of curricula or to help choose among available curricula?

Stake, Robert E., "Toward a Technology for the Evaluation of Educational Programs" *Perspectives of Curriculum Evaluation*, Tyler, Gagne, and Scriven, 1967, pp . 1-12.

Deals with the background of and beginning steps in the development of a comprehensive educational evaluation program. Defines curriculum evaluation program. Defines curriculum evaluation as complex because of the varied characteristics of educational programs. Stake maintains available tests are too limited to do adequate or complete evaluation. The purpose is expository and is oriented to a specific program rather than variables common to many. A *full* evaluation results in a story. It requires collecting, processing, and interpretation of data made up of objective descriptions and personal judgements. The evaluator needs a battery of standard operating procedures based on criteria which is based on rationales which depend on theories. Standard ways of translating aims and needs into practice, lesson-writing paradigms, communication integrity and techniques for representing perspectives held by different people, must enter into the development of an adequate methodology of evaluation.

Generalizability and/or Application

Bloom, Benjamin S., "Some Theoretical Issues Relating to Educational Evaluation", in Educational Evaluation: New Roles, New Means, The Sixty-eighth Yearbook of NSSE, Part II, Edited by Ralph W. Tyler, 1969, pp. 26-50.

Bloom deals with the nature and use of specifications in evaluation, both explicit and implicit, and with their form, source, and use in making decisions. He also considers the evaluation of non-specified outcomes of instruction. The maximum and minimal effects of evaluation upon those being evaluated are discussed, with attention to positive and destructive effects. The major portion of the article deals with summative evaluation with values of formative evaluation being discussed in closing.

Flanagan, John C., "The Uses of Educational Evaluation in the Development of Programs, Courses, Instructional Materials and Equipment, Instructional and Learning Procedures and Administrative Arrangements," in Educational Evaluation: New Roles, New Means. The Sixty-eighth Yearbook of the National Society of Education, Ralph W. Tyler (ed.), 1969, pp. 221-241.

The purpose of this chapter is to present examples of "formative evaluation" (as different from "summative evaluation", as defined by Flanagan) and list some principal steps for insuring the new program developments represent improvements in the effectiveness of education. The report by Campbell and Nichols on the development of education objectives in the field of citizenship is discussed as an example of a national assessment program. An example of a modern approach to the use of evaluation in developing instructional materials is provided by a project completed by Morkle in the Palo Alto Office of the American Institute for Research. The objective of the project was to develop a 7½ hour first-aid course which would prepare people for Red Cross certification in basic first-aid. Because of the intensive evaluation of each unit of instruction, this project provides a valuable model for other educational instructional programs. Project TALENT is the last example and it illustrates the use of evaluation in the planning and development of an educational program. This study provides important evaluative information with respect to both student characteristics and deficiencies of curriculum educational programs. The evaluative data from Project TALENT provided the basis for entering into the planning phase of project PLAN which is aimed at correcting some of the present major deficiencies of the American Educational System. The principal steps for insuring the effectiveness of new programs are 1. the objectives be clearly defined, 2. each component of the program be separately evaluated before extensive use, and 3. the evaluation of the program should be in terms of how well it is fulfilling the needs of specific individuals.

Johnson, Eleanor M., "Educational Principles for Evaluating Materials," in Figurel, J. Allen (ed.); Reading and Realism, IRA, Newark, Delaware, 1969, pp. 185-188.

The purpose of this article is to present criteria for judging instructional materials and areas of concern when evaluating the teaching-learning procedures. Operational meanings via specific questions are provided for four criteria areas: redefined goals, information, sequence and concepts. The two areas of concern when evaluating the teaching-learning procedures are how children learn, covering a) 5 levels of intellectual development (sensory, perceptual, conceptual, language, thinking) b) skill development and c) diagnosis and the teacher's guide. The specific questions that relate to the above criteria are operational, practical and I feel very good.

Joint Committee on Programmed Instruction and Teaching Machines. "Criteria for Assessing Programmed Instructional Materials. 1962 interim report of the Joint Committee, NDEA Title 7." Audiovisual Instruction, February 1963, pp. 84-89.

This report summarizes some basic aspects of the nature and current status of programmed instruction and also presents some suggestions and cautions of a nontechnical nature concerning the assessment of programs. The guidelines for determining the potential of the programmed instruction were 1) experiment with a program before adopting it on a wide scale, 2) see how it fits with your curriculum needs, 3) does it provide for perfection through successive revision and 4) check for external evidence as to how well it teaches. Judge machines 1) on the basis of the number and quality of programs available for use on it, 2) its mechanical dependability and 3) its availability. Judge textbook programs on the basis of their availability and format. Use internal criteria: content and program construction and external criteria (which should be found in a good programs manual): source of program content, qualifications of authors, history of the programs development, try-outs and revisions, and test data indicating gains in achievement produced by program, in assessing programmed instructional materials.

Metfessel, Newton S., and William B. Michael, "A Paradigm Involving Multiple Criterion Measures for the Evaluation of the Effectiveness of School Programs", Educational and Psychological Measurement, 1967, 27 (based on a paper given at the 1967 annual meeting of AERA, February 16, 1967, held in New York City).

Reading Instruction in New England's Public Schools, prepared by the New England Educational Assessment Project, Providence, Rhode Island, February 1969.

Concerns the survey conducted by the New England Educational Assessment Project Reading Committee to determine the structure, instructional characteristics, and staffing of local reading programs in the New England area. Recommendations were advanced which were related to the survey finding. Questionnaires were sent to elementary principals, kindergarten, first and fourth grade teachers, and 7th and tenth grade reading teachers.

The elementary survey included assessment of pre-kindergarten experience, admission policy, class size, school organization, within-class grouping, time for reading instruction, developmental and remedial/corrective programs, standardized testing, facilities, expenditures, and personnel experience and training. The seventh and tenth grade survey was concerned with developmental and remedial programs, materials, library facilities, and reading teachers experience and training.

A complete copy of the questionnaire is included, and the percentages for answers are given.

There was also a reading consultant survey.

Robinson, Helen M. (ed.). Evaluation of Reading. Chicago, Illinois: University of Chicago Press, 1958.

Silverman, R. E., "The Evaluation of Programmed Instruction: A Problem in Decision Making." Psychology in the Schools, 1, 1964, pp. 74-78.

The purpose of this article is to discuss the purpose of evaluation, evaluation methods and how one decides what to evaluate. Internal evaluation, appraisal of course content and the method of presenting the course, and external evaluation, measurement of achievement, retention and transfer, are two kinds of evaluation. In external evaluation there are two general classes of criteria: the conditional or comparative criteria (standardized objective tests) and the categorical or absolute criteria (subject matter mastery tests). To decide which of the above to use in evaluating programmed instruction are stated in terms of the behavior which the learner is to acquire; and since the present large scale, standardized tests do not typically afford measures of specific behavior, they would seem to be unsuitable as criteria to be used in the evaluation of programmed instruction. This is not to state that they have no place in the evaluation picture, but rather that they should not be the focal criteria, for they do not provide sufficient information on which to base a decision regarding the value of programmed instruction techniques. By its very nature, programmed instruction forces the teachers qua programmer to define what it is he is attempting to teach. In a training situation, a job analysis is done as a matter of course and when the job analysis is done, the criterion is automatically designated. In education, for example, if the job analysis designates transfer of training as an important consideration, then the criterion tests can be constructed to measure this. Thus, the feat is not the test construction but the job analysis. Decisions as to what one evaluates depends on what is valued. For example, if one favors programmed instruction, one is more likely to make a type I error and wrongly conclude that there are differences between conventional instruction and programmed instruction; however, if one does not favor programmed instruction, one is more likely to make a type II error and wrongly retain the hypothesis of no difference.

Squire, J. R., "Evaluating High School English Programs," North Central Association Quarterly, 40, 1966, pp. 247-254.

This article presents the findings of the National Study of High School English programs in the areas of leadership and staffing, the nature of the curriculum, standards, and methods of evaluating. Strong leadership by the principal and department chairman and a nucleus of exciting teacher-leaders who served as catalysts for the rest was found to be an important characteristic for a strong English program. The involvement of teachers in curriculum planning was found to be more important than detailed curriculum guides. Statements regarding essential content for literature, composition, speech and reading, areas of concern in the English curriculum, were presented. Recommendations for department standards covered 1) the department chairman, 2) clerical assistance, 3) a departmental center, 4) classroom equipment and 5) teaching load. Finally, some approaches for assessing programs in English, which appeared practically useful to other evaluators were provided. The following are some of their suggestions: checklists for evaluating instruction, such as the Evaluative Criteria of the National Study of Secondary School Evaluation; sampling of midsemester and end of year examinations, observations, interviews and self-report of students.

Thelen, Herbert A., "The Evaluation of Group Instruction," in Educational Evaluation: New Roles, New Means, The Sixty-eighth Yearbook of the National Society for the Study of Education, Part II, Ralph W. Tyler (ed.), 1969, pp. 115-155.

The purpose of this chapter is to expose the nature of evaluation as feedback, diagnosis and trouble-shooting in a complex, ongoing social system. The structure of the simplest possible instructional system is the teacher-pupil cycle and its process in tutoring. This is a rather free-wheeling, mutually accomodative situation in which the teacher gradually finds out about the child and does what he thinks best. The validity and reliability of such a process are discussed. This simple system changes by and large, conceptually discontinuous leap when it's increased to a group. Here the teacher addresses himself to diagnosing and trouble-shooting the role of the student. The goal of diagnosis is to obtain the closest approximation as to the truth of "what is going on in the group," and trouble-shooting is concerned with means or procedures which traffics in ends or purposes. Diagnosis and trouble-shooting are considered in connection with three views of the group: collective individual instruction, interdependent interactive learning and purposive inquiry in the classroom microsociety. The three three teaching strategies associated with these three views of the group are assignment, adaptation and emergence respectively. For a totalitarian teacher assignment (siphoring out of what ought to be) is done for both the task-related aspects of school life and the social, organizational and managerial aspects; whereas the less totalitarian teacher uses the strategy of adaptation (formulating alternatives, use of interaction, etc.) for the social, organizational and managerial aspects of instruction. Evaluation in collectivity is the certification that the child has completed school and survived a standard regimen that was imposed on all his age mates. In the interdependent interactive learning group emphasis is on reduction of individual stress so that children can overcome temporary upsets, anxieties, and excitements that would otherwise block the operation of intelligence; support for each individual through complementation of his own resources by those of other children; and reinforcement of assigned task-work by interpersonal striving. In such a classroom organization the teacher is putting himself in the place of the student, and the emphasis is on the process and not the product (emphasis in collectivity). If the student is absorbed productively, this is sufficient validation of the product. The microsociety classroom concept combines both of the above. Here the classroom is to be regarded as having all the characteristics of a society; not just the ones the teacher finds convenient to recognize.

In each of the above three views, there is some concept of success and diagnosis and trouble-shooting are the functions by which sensed or suspected short comings can be identified and corrected. Collectively, success means the smooth operation of the programmed lesson, with everyone seeming to be busily occupied with it and the stipulated products being turned out. In the interpersonal network, success means "personal meaningfulness;" a continuing sense of self-discovery and of relationship between self and the matters under scrutiny in class. In the microsociety view, success means "full" functioning of everybody, or maximum utilization of human and other resources in the service of complex strategies of inquiry or of "growing up." From the above discussion it becomes evident that what to evaluate, how to evaluate and what role to assign to diagnosis and trouble-shooting depends on concepts of the classroom group and of the pedogogical undertaking.

Evaluation Techniques and/or Instruments

A Taxonomy of Programmatic Tasks in an Educational Facilitation and Coordination System. Cooperative Educational Research Laboratory, Inc., Northfield, Illinois, 1969. (OEC-3-7-061391-3061).

Austin, Mary C., Clifford T. Bush, and Mildred H. Huebner. Reading Evaluation: Appraisal Techniques for School and Classroom. New York: Ronald Press Company, 1961.

Banta, C. O., "Sources of Data for Program Evaluation," Adult Education, 5, 1955, pp. 227-230.

The purpose of this article is to report the number and type of evaluative techniques employed in the adult education programs of seven junior colleges in Colorado. The evaluative techniques were student evaluation forms, personal conferences with students, observation and supervision of the program, record of student enrollment, growth in total enrollment, testimonial of advisory committees, follow-up of former students. They asked evaluators to recognize however, that the securing of evaluative data is only the first step in program evaluation and that data has little value unless properly interpreted and conclusions reached based upon them.

Crockett, Walter H., Joseph C. Bentley, and James D. Laird. Report on the Experienced Teacher Fellowship Program, 1966-67, 1967, p. 107.

Summary of a preliminary study of the Experienced Teacher Fellowship Program which had 50 separate programs funded by the Government. Evaluation procedures are described briefly and questionnaires are given in appendixes.

Cronbach, L. J., "Course Improvement Through Evaluation," Teacher's College Record, 64, 1963, pp. 772-783.

In this article Cronbach presents some historical background on achievement testing and the use of test-making for in-service aspects of evaluation. He defines it as the collection and use of information to make decisions about an educational program. He uses evaluation to understand how a course produces its effects and what parameters influence its effectiveness. With this approach evaluation studies will go beyond simply reporting on this or that course and help one to understand educational learning. Cronbach cautions against the sole use of tests for evaluation and encourages other measures such as systematic observation. Also, he states that pupil performance is not the only basis for appraising a course. For example, asking questions as to whether the statements made in the course are consistent with the best contemporary knowledge and attitude questionnaires, if used in an unbiased setting, are sound evaluative procedures. As for the tests which are used to evaluate a course, Cronbach cautions against using only those tests which cover information taught in the course because there are times when curriculum developers need to know the kind of knowledge that is not being imparted because of the course objectives and content. Then a decision can be made as to whether or not the total outcomes are worth the sacrifice. (e.g. in modern math computation is de-emphasized in order to emphasize understanding.) Also, tests and curriculum objectives should provide for the higher mental processes as elaborated upon in Bloom's Taxonomy and he relates this to the two types of transfer.

Evaluation Techniques and/or Instruments (continued)

Farr, Roger, James Laffey, and Carl Smith. Taxonomy of Evaluation Techniques for Reading Programs. Measurement and Evaluation Center in Reading Education, Indiana University, Bloomington, Indiana, c. 1969.

Frederiksen, Norman, "Proficiency Tests for Training Evaluation," Training Research and Education, Robert Glaser, ed., 1962, pp. 323-346.
General description of training evaluation measures with some advantages and disadvantages of each discussed. All based upon specifying objectives of training.

1. Solicit opinions from participants in training which does not indicate extent of behavior modification.
2. Attitude scales have several weaknesses and might be better used after some sort of behavioral measures.
3. To measure knowledge is appropriate if objective was to produce knowledge, but not if objective is a behavioral change.
4. If possible, related behavior should be elicited in some way. Several brief examples are given, English composition tests, and a science area.
5. Multiple-choice "What I Would Do" tests do not get at the style of behavior and are limited in scope.
6. Lifelike behavior may be elicited in a test, but validity is affected by the students knowledge of attributes to be scored.
7. Observations of "real-life" behavior may be limited by conditions under which it must be observed. Two examples are given: Medical History Test utilizing tape recordings and student responses, and "The In-Basket Test" in which following training and an orientation period each school administrator responded in his own fashion to the materials in the "in-basket" on his desk. The "Russell Sage Social Relations Test" is also described. It utilizes observations of children given a problem using blocks which they have unlimited time to plan but must construct in 15 minutes. A physics test is also described with examples of questions.

The method of eliciting lifelike behavior in situations which simulate real life is recommended for first consideration as a measurement technique.

Glaser, R., "Instructional Technology and the Measurement of Learning Outcomes," American Psychologist, 18, 1963, pp. 519-522.
In this article Glaser discusses criterian-referenced and norm referenced measures for evaluating subject matter proficiency and the uses of achievement measures. Achievement measurement is defined as the assessment of terminal or criterion behavior; this involves the determination of the characteristics of student performance with respect to specified standards. Criterion-referenced measures depend upon an absolute standard of quality, e.g. can he solve certain kinds of word problems in arithmetic? This standard provides information as to the degree of competence attained by a particular student which is independent of reference to the performance of others. Norm referenced measures depend upon a relative standard, e.g. can student A solve his problems more quickly than student B? For the most part, educational achievement examinations are norm-referenced measures and, thus, do not tell the evaluator how proficient the student is with regard to the subject matter tasks involved in the test. Yet, achievement tests are used to provide information about the characteristics of an individual's present behavior and to provide information about the conditions or instructional treatments which produce that behavior. This is a very

Evaluation Techniques and/or Instruments (continued)

Metton, Mildred C., "Evaluating the Effectiveness of Teaching Reading," Evaluation of Reading, Helen M. Robinson, ed., Supplementary Educational Monograph No. 88, December 958, pp. 76-82.

Dealing with the day-to-day evaluation of the effectiveness of teaching reading, the author makes suggestions for the informal appraisal of the reading skills and reading interests and attitudes of the pupils by the teacher. A suggested informal method of evaluating oral reading can be devised using materials the teacher has at hand a teacher-compiled list of errors he wishes to check a teacher-decided code for what he wishes to check a teacher-decided code for marking, a selection to be read from a supplemental or content area book, and clear tracing paper for marking the selection. For the evaluation of silent reading in the classroom, questions for the measuring of comprehension on five different levels of difficulty are suggested. These range from factual to evaluation using readers own resources and experiences. Librarians and parents are suggested as in a better position than the teacher to observe the true reading interests and attitudes of pupils. There are several questions the teacher might ask these resource people in evaluating this area of reading. "The chief purpose of evaluating the effectiveness of teaching reading should be to make clear to the teacher the next steps needed to aid the child in making continous intellectual growth."

Oppenheim, A. N. Questionnaire Design and Attitude Measurement. New York: Basic Books, Inc., 1966, p. 289.

Book designed to help those who have to design a questionnaire and dealing with question writing, both factual and attitudinal, and with attitude scaling and projective techniques. Chapters are included on: Problems of survey design Problems of questionnaire design; Question wording checklists, rating scales, and inventories Attitude statements Attitude-scaling methods: Projective techniques in attitude study; Miscellaneous techniques: and the Quantification of questionnaire data.

Rehage, Kenneth J., "Techniques for an Adequate Evaluation Program in Reading," Evaluation of Reading. Helen M. Robinson, ed., Supplementary Educational Monograph, No. 88, December 1958, pp. 159-163.

Four characteristics of an adequate evaluation program are given. It should be comprehensive, dealing with the scope and validity of its objectives; the suitability of the learning experiences, and the effectiveness of the organization of instruction. Examples are given. It should be continous, that is, daily informal as well as occasional formal evaluations of results. An adequate evaluation program relies on many different means of collecting and sources of data. Fourth, it is cooperative, involving teachers, supervisors, and administrators. The most important technique of evaluation is the ability to ask the right kinds of questions. Appraisal of objectives as to their appropriateness is determined by systematic case studies of pupils study of the nature of the society in which the children are being reared, the reading specialists whether or not pupils have acquired skills which are needed to carry on certain of the activities in a reading program. The suitabilit of the learning experiences as ways of achieving the objectives for reading must also be evaluated as to range, content level and variety. The article deals only with collecting data, mentioning in conclusion other tasks which remain.

Simon, Anita, and E. Gil Boyer (Eds.), Mirrors for Behavior: An Anthology of Classroom Observation Instruments. Philadelphia, Research for Better Schools, Inc., 1968.

Stake, Robert E. and Terry Denney, "Needed Concepts & Techniques for Utilizing More Fully the Potential of Evaluation," in Educational Evaluation: New Roles, New Means. the Sixty-eighth Yearbook of the National Society for the Study of Education, Ralph W. Tyler (ed.), 1969, pp. 370-390.

The purposes of this chapter is to present some considerations in improving evaluation. These were the recruitment and training of evaluators, the representation of goals and priorities, an analysis of techniques for assessing instructional materials, and classroom discussion, the measurement of student performance, and the use of diagnosis for purposes of selecting from alternative instructional treatments. According to Stake and Denny doctoral-level programs must be designed to produce evaluation theorists and consultants training exercises which include confrontation experiences and work problems from the workaday world of the educational evaluator must be developed and finally people involved in the process of evaluation must be able to tolerate ambiguity and persevere in working on unpleasant tasks.

In relation to the goals and priorities of a particular school, the evaluator of the future with new conceptualizations and new scaling devices should be able to examine the goal specifications, priority lists and progress reports, and then identify objectively the areas of over and under-allocation of resources. For evaluating materials content analysis, content coverage assessment by subject experts, semantic-differential technique applications and structured interviews of users hold promise for the future. In addition Louise Tyler's report, Technical Standards for Curriculum Evaluation, presents workable guidelines for the development of a list of specifications for published materials. As for the evaluation of classrooms, Stake and Denny caution against complete acceptance of the information unless experimenter bias and the obtrusiveness of the classroom observer are accounted for. Although achievement tests provide a measurement of student performance in that an individual's standing is described, they are of little value in comparing programs. Task-descriptor language and rational-item-generation procedures are needed. Also, there is a need for a reconceptualization of diagnosis as a preventative procedure (as well as a procedure in remediation). The availability of such diagnostic-decision strategies and techniques could facilitate the needed change of role of the curriculum-evaluation specialist from describer to prescriber, from passive assessor to active interventionalist.

A complete evaluation report should contain a statement of what experts contend should be provided by every school in the way of instructional materials, classroom settings and laboratory facilities. The evaluator should be able to obtain such standards via the ERIC system. As for the controversy between an intuitive approach to evaluation and a formal research approach, Stake and Denny conclude that both are needed.

U. S. Office of Education. Guidelines: Special Programs for Educationally Deprived Children: Section II, design and evaluation of projects. No. OE-35079, Washington, D. C., U. S. Gov. Printing Office, 1965, 34-40.

In this report evaluation is defined as the process of assessing the extent and direction of change resulting from an educational experience. The steps in the process are 1. definition of educational objective (preferably in terms of specific units of output), 2. translation of educational objectives into descriptions of behavior which will be displayed if the objects are achieved, 3. identification of situations in which the presence or absence of the designated behavior can be observed and recorded, 4. establishment of some type of interpretive device (standard or norm) which can be used in measuring desired growth, 5. application of the evaluation methods derived in steps 3 and 4 above to all those participating in the program, 6. analysis of evidence obtained by the evaluation devices in terms of progress toward the defined objectives, 7. statement of conclusions regarding effectiveness in terms of the extent to which objectives were achieved. An example is provided. An important part of measuring change is the obtaining of appropriate measurements at the start of a Title I project, during the project period, and at the conclusion of the project. Interpretation of change or progress is achieved whenever the amount (and direction) of change can be related to norm standards and units. Two basic considerations in selecting procedures (designs) for evaluating Title I projects are the manner in which change will be assessed (tests, observations, etc.) and the selection of comparative data which will make the results meaningful.

This article includes eight designs which illustrate the appropriate use of comparative data. These are easy to understand and might be useful for discussion. Supplementary evaluative techniques case studies, anecdotal records, attitudinal scales, personal evaluations, teacher rating forms, etc., are discussed. Also additional areas of concern such as the affective domain, social devlopment, etc., for comprehensive evaluation are presented. In conclusion the use of standardized tests, non-test sources for evaluative data, means for dividing groups by sex, ability, etc., and use of sampling are discussed.

Research Section Abstracts

Hemphill, John K., "The Relationships Between Research and Evaluation Studies," in Educational Evaluation: New Roles, New Means. the Sixty-eighth Yearbook of the National Society for the Study of Education, Ralph W. Tyler (ed.), 1969, pp. 189-220.

The purpose of this chapter is to discuss the relationship between research and evaluation studies--show their difference, describe how they complement each other, present the limitations of an evaluation study if you use good research design as the criteria in evaluating evaluation studies. A list of specific differences is given· however, basically, the objectives and value questions of research and evaluation studies are distinctively different. Despite these differences they are alike in that precision, care, discipline, and logical thought are required for each. The relationship between the two is symbiotic and a specific evaluation study, The New Nursery School, is used to illustrate this relationship. The New Nursey School Study included the following information: a description of the school· a description of its objectives (improvement of the child's self-image, development of his sensory and perceptual acuity, improvement of his language abilities, and development of his sensory and perceptual acuity, improvement of his language abilities, and development of his concept formation and problem solving abilities); and some follow-up information (longitudinal data). Criticisms of the study in terms of conventional research studies were 1) the design was deficient in that the controls were inadequate, confounding, rampart and measurement inexact or inappropriate and so on. 2) the drawing of conclusions from the study is impossible because its design and execution are deficient and because the hypothesis are not stated or the objectives clearly defined and because the evidence presented is not convincing. Within the framework of a statistical decision theory, however, an evaluation study becomes a process of acquiring further information (or new information, at least from the point of view of the person making the decision) that can be used by the decision-maker as a conditional modifier of his present information. Thus, we can see that the value of performing an evaluation study is determined by the same criteria that are used to judge the consequences of major choices of action confronting the decision maker and this criterion is not the criterion of the research worker who finds his "pay-off" in the creation of "new knowledge" but is the "pay-off" in the world of the decision maker.

Flanders, N. A., "Analyzing Teacher Behavior," Educational Leadership, 19, 1961, pp. 173-180.

Although Flanders presents some short descriptions of research projects which attempt to quantify the qualitative aspects of spontaneous classroom behavior, most of the article is a discussion of the research at Minnesota using interaction analysis. Observations were used to analyze the interaction. The seven categories used to analyze teacher's statements were 1. clarify feeling constructively; 2. praise or encourage 3. clarify, develop, or make use of ideas suggested by students 4. ask questions· 5. lecture 6. give directions; and 7. criticize. Student talk in response to teacher and student talk initiated by the student were categories of verbal communication used by students and the final category relating to the inter-verbal communication used by students and the final category relating to the inter-action statistical information was presented in the article, but the results of the research according to Flanders was that most teachers dominated more than they realized, achieved more compliance than seemed necessary to co-ordinate activities and established levels of dependence that stimulated some students to aggressive counter-dependent acts. From this, Flanders concluded that a "lets get tough" procedure would only produce less learning, poorer attitudes, and even higher dependence.

Medley, Donald M., and Harold E. Mitzel, "Measuring Classroom Behavior by Systematic Observation," Handbook of Research on Teaching, N. L Gage, editor, 1963, pp. 247-328.

Article deals with topics under these headings: The role of direct observation in research on teaching; Nature of an observational technique; Attempts to measure classroom behavior, including: Early attempts, measuring effective teacher behavior, measuring classroom climate, measuring multiple dimensions of classroom behavior, two forms of items, constructing category systems, constructing sign systems, general notes on constructing an observational schedule, the halo effect, relationship between the observer and the observed; Quantifying results of an observational study, with sub-headings: dimensionalizing classroom behavior, definition of reliability coefficient, a general design for reliability estimation, adapting the design to a particular study, a numerical example, measuring changes in behavior, analyzing results of a methods experiment, analyzing results of a survey and concluding remarks.

Most of the subheadings under the major heading, "attempts to measure classroom behavior", (pp. 254-307), contain tables of representative measures, and/or examples of questions used in systematic observation studies. Subheadings under the major heading "Quantifying results of an observational study" (pp. 307-325) contain tables for reliability analysis of scores in representative situations, estimation of components of varience, etc. A bibliography is attached.

Shaw, Marvin Evert, and Jack Mason Wright. Scales for the Measurement of Attitude. 1967, pp. 570 plus bibliography.

A collection of existing attitude scales which have "at least minimal reliability and validity." Chapters 1 and 2 consider the general nature of attitudes and methods of measurement chapters 3 through 10 present the attitude scales and information about their characteristics and chapter 11 is an evaluation and offers suggestions for improvement. For each scale, the following information is given: method of construction, reliability, validity, population sample on which the scale was developed, number and type of items, and any noteworthy advantages and disadvantages. Scales are included for the measurement of attitudes toward social practices (inc. educational practices); social issues and problems (inc. educational issues and problems); international issues; abstract concepts (inc. education) political and religious attitudes ethnic and national groups significant others (inc. attitudes toward educational workers); and social institutions (inc. educational institutions).

Webb, Eugene, and others. Unobtrusive Measures: Nonreactive Research in the Social Sciences. 1966, pp. 186 & bibliography.

Novel methods of research which have been used in the past. Chapters entitled: Approximations to knowledge Physical traces: erosion and accretion; Archives I: the running record; Archives II: the ipisodic and private record; Simple observation and Contrived observation: hidden hardware and control.

Evaluators' Profile and Selection Procedures

by

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Measurement and Evaluation Center in Reading Education
Indiana University, 1970

This study was supported in part by a grant
from U.S.O.E., H.E.W., Bureau of Research,
Contract #OEG-0-9-090473-4231 (010)

SELECTION PROCEDURES FOR PROJECT PARTICIPANTS

Questionnaires were mailed to 1244 school districts throughout the United States and the Trust Territories. The mailing list consisted of a stratified and proportional random sample of school systems. The sample was drawn by Abraham Frankel of the U. S. Office of Education (CES - OSA) for use as the original study population in the Survey of Title I Reading Programs (Austin and Smith, 196). The districts were selected by computer according to the following strata:

Enrollment	Number of Districts	
	Universe (N)	Sample (N)
12,000 and over	453	453
3,000 - 11,999	2386	478
300 - 2,999	9390	313
Total	12,229	1,244

Because it was anticipated that large urban areas would have proportionately more economically deprived pupils than smaller ones, and hence more Title I projects, selection was weighted in that direction.

Letters and a questionnaire were sent to district superintendents and local Title I directors requesting their cooperation and completion of the survey. Two-hundred sixty-nine (269) districts responded they did not offer additional information. Three-hundred twenty-three (323) districts returned the completed questionnaire. Five hundred fifty-two (552) districts did not respond in spite of a follow-up mailing to 200 districts with enrollments over 12,000.

The questionnaire was an eight page, two part instrument. The first part required information about the evaluator, his education and present position, the data collection procedures for his reading project, the district program of reporting the results of the project, and information about testing procedures.

The second part, in the form of a multiple choice test, had to do with principles of educational measurement. The section consisted of twenty-seven (27) items.

The objectives of the survey were stated as a preface to the questionnaire:

> Information . . . will be used only for two purposes: 1) to develop a profile of evaluators and 2) to select two groups of evaluators to participate in expense-paid seminars for evaluators.

The selection of forty-four (44) individuals to attend the seminars and the selection of twenty-two (22) additional evaluators to work in an "at home study" was made on the basis of the information from the fast part of the questionnaire. Test results were not tabulated, nor considered until the selections were made.

The following factors were considered in the selection process:

1. Region of the United States according to the nine USOE Regional areas
2. State within a region
3. Size of corporation (over or under 12,000 enrollment)
4. Evaluation report responsibility
5. Level of training
6. Hours of credit in statistics
7. Hours of credit in research design
8. Special courses in evaluation
9. Special programs for Title I or III

The information was punched on McBee Keysort cards, and the selection process was conducted from this format. One of the seminars was designed for evaluators from large school districts and the other for small school districts. The first seminar was for districts having less than 12,000 students enrolled. The second seminar for those districts having enrollments of 12,000 and over.

Cards were sorted into "large" and "small" school district groups. Each of these groups was further sorted into the nine USOE Regional areas. Initially two participants were selected from each regional area. The balance for each seminar were selected from among the regions having the largest number of returns.

In selecting the two or three participants from each region an effort was made to balance individuals on the basis of responses to the questions concerning levels of training. The purpose of this approach was to include participants from a wide range of experience and training backgrounds.

Invitations were mailed to those thus selected. The invitations included a return card for indicating acceptance or rejection of the invitation. As rejections were received, replacements were selected. Efforts were made to match replacements with those replaced. Because it was necessary to make some replacements near the dates of the seminars, invitations were made by telephone.

Participants for the "at home study" were selected in the same manner as the seminar participants with the exception of the additional requirement that those in the "at home study" must have submitted a copy of their evaluation reports with their completed survey questionnaires. This was required because the "at home study" included an evaluation of the study in terms of a previously completed evaluation report.

"At home study" participants were invited by mail, and as in the seminar groups replacements for turn downs were selected to match the person originally selected.

Participants for Seminars I and II and the "at home study" group are listed in appendix .

Analysis of Selected Items from Survey Form

The attached data is derived from 299 Survey Forms which were completed by evaluators of Reading Programs. Some information is extremely limited in that only a small percentage of evaluators actually responded to the item.

Items 8, 10, 11, 13, 15, and 16 (pages 4, 5, and 6 of questionnaire) received only a small percentage of responses. The apparent reason for this is that these questions were asked contingent upon preceding answers. If a prior answer was "yes," then the next question was applicable. The total response was thus reduced in proportion to the percentage of the preceding response pattern. Various comparisons can be developed through a careful analysis of all given data. The purpose of this summary is to illustrate some highlights which are seen within and between various sections of this survey.

I. The Evaluator

This section was designed to gather information about the preparation of the individuals involved in evaluation and some basic information about the programs with which they were connected. The title of the actual position varied from Assistant Superintendent to Evaluator to Teacher. Obviously, the title alone implied responsibilities beyond the scope of evaluation. In short, many individuals wore many hats. In spite of this, 237 (79.3%) respondents (N. 299) indicated that they were responsible for writing an evaluation report. This large percentage must be considered when question 4, page 2, is reached. Only 91 (30.4% evaluators, N. 299) actually took course work entitled "Evaluation" in a formal academic program. The significance of this is further developed when questions 7, 9, 12, and 14 (pages 4 and 5) in the data collection section are reached. Two-hundred twenty-five (75.3%) respondents were requested to evaluate the objectives of their projects; 144 (48.2%) were requested to evaluate instructional procedures; 154, (51.5%) participated in the evaluation of materials and 153 (51.2%) were involved in the evaluation of Title I Staff. There is an obvious dichotomy between formal training and occupational requirements in this one aspect of the evaluators' profile.

II. Data Collection

One indicator of the evaluator's perception of his effectiveness might be found in question 11 (page 5) in the data collection section. The response was asked contingent upon a "yes" answer to the preceding question. The percent was calculated on the total sample (N. 299) Thus, (N121), 40.5% of the evaluators made recommendations for change and 111 felt that change was made due to their suggestion. This is 37.7% of the total (N. 299).

With respect to data collection for evaluation purposes, several items are especially noteworthy. First, in developing criteria for evaluation materials, local teachers (14.7%) and "experts" (consultants) (12.4%) were the primary source. Other Title I projects were noticeably low in preference for developing criteria. Second, teachers were evaluated primarily by locally devised scales (33.8%). The second choice response to this item was none (20.1%). Standard forms of evaluation were used by 7% of the respondents. Of course, 117 (39.1%) respondents did not reply to this question. Thus, the question arises: Were teachers evaluated? Third, the primary method of collecting data for total evaluation was an examination of the testing program (44.1%). (This is to be considered again in question 24, p. 9, where 263 - N. 299 - respondents -88% - indicated pre-test/post-test as their test design.) The second method was written reports from teachers (23.4%) and the third choice was discussion with teachers (16.1%).

III. Reporting

The recipient of the evaluator's report and information is another indication of the nature of the evaluator's role. The State Department of Education (42.5%), the Federal Government (16.4%) and the local school board (22.4%) are the recipients of the evaluation reports. Significantly, pupils (1.7%), parents (.7%), community groups (.3%), and the mass media (.3%) receive very little information concerning the results of Title I projects.

This is not so surprising when question 20 (page 7) is considered. The purpose of the report (in the eyes of the respondents) was, primarily, to meet Federal Regulations (44.1%) Project status (26.8%) and future financial support (17.4) were also noted as being especially important.

IV. Tests

As was noted earlier, the dominant source of evaluative information regarding the reading projects was test data. The least reliable measures of this progress were, in question 22, page 8, Reports from supervisors (3.7%), Pupils reading at grade level (4.7%), Parent response (.3%) and Classroom visitations (1.0%). Standardized tests (in question 23, page 8) were judged to be the most reliable measures of pupil progress. Academic grades on report cards were also considered to be reliable (32.8%) while reading grades were considered to be very unreliable (2%).

A certain degree of confusion about tests is reflected in the response pattern to question 25, page 9. The standardized test score means various things to various evaluators. Perhaps a common agreement on the definition of these terms might offer a stronger base for comparison of other responses.

Familiarity with standardized tests for specific purposes is suggested in the responses to qeustion 26, page 10. The Doren Diagnostic was selected as the best choice for both estimating Phonics-Word Attack Skills (32.4%) and Critical Reading Skills (14.4%). The Spitzer Test was selected as best for estimating study skills (30.4%). The California Reading Test was selected for Paragraph Comprehension-Silent Reading (42.8%) The Dolch Test of 220 words was selected for sight vocabulary estimates (56.2%). Finally, the Nelson-Denny test was selected for secondary level reading comprehension (32.1%).

The above observations are only a few of the many insights which this survey offers into the profile of reading program evaluators. Many inferences can be drawn from the data as it is assembled in this survey. The primary observations concerning this information is that it is descriptive only. The sample indicates that 25% of the respondents had a degree beyond the Master's level, 51.5% had three or fewer hours in statistics, 65.6% had three or fewer hours in research design and 68.2% had no courses in evaluation. The data in no way reflects the success or failure of the evaluator in his task. This composite only reflects the educational background of educators involved in reading program evaluation. Also, the other data offered only gives a profile of perceptions and practices currently found in evaluation of reading programs.

COMPARISONS OF SELECTED RESPONSES

The following eight matrices are intended to illustrate some of the factors which are basic to the evaluators' profile. Essentially, there are two sets of comparisons. The first set (I, II, III, IV), relates the size of the evaluator's district to the degree he has earned, and to his study of evaluation, research design and statistics. The second set (V, VI, VII, VIII) relates the same four items to his test score.

To facilitate reading, it is useful to note that each cell contains three figures. The whole number, (in the upper left half), represents the number of evaluators responding to the particular cell. The decimal in the right triangle represents a percent figure of respondents. These figures are to be read across the matrix (right to left). The decimal in the bottom triangle represents the per cent of responses to the column. These figures are to be read down the column.

I

DEGREE/SIZE

Degree earned by respondent

Student Population	A.B.	M.A.	Spec.	Ph.D./Ed.D.
300	0 .0 .0	0 .0 .0	0 .0 .0	1 100. 2.2
301-3000	3 10. 18.8	22 73.3 12.6	2 6.7 11.1	3 10. 6.5
3001-12,000	5 6.5 31.3	61 79.2 35.1	5 6.5 27.8	6 7.8 13.0
12,001-100,000	5 3.8 31.3	87 66.4 50.0	11 8.4 61.1	28 21.4 60.9
100,000+	3 20.0 18.8	4 26.7 2.3	0 0.0 0.0	8 53.3 17.4

This matrix includes comparisons of the degree earned by respondents to the questionnaire and the size of the district from which they are reporting.

KEY: Number responding ☒ Column % (Read Down) ☒ Row % (Read Across) ☒

EXAMPLE: Read down the 4th column entitled "Ph.D/Ed.D":
Of the respondents from school districts with a student popluation of 300 or less, 2.2% had Ph.D.'s or Ed.D.'s.
Of the respondents from school districts with a student population of 301-3000, 6.5% had Ph.D.'s or Ed.D.'s.
Of the respondents from school districts with a student population of 3001-12,000, 13.0% had Ph.D.'s or Ed.D.'s.
Of the respondents from school districts with a student population of 12,001-100,000, 60.9% had Ph.D.'s or Ed.D.'s.
Of the respondents from school districts with a student population of 100,000+, 17.4% had Ph.D.'s or Ed.D.'s.

Read the bottom cell in the A.B. degree column with a size of over 100,000 as:
Of the respondents from districts of 100,000+, three had A.B. degrees. This is equal to 20% of all the respondents from districts of 100,000+.

II
HOURS IN STATISTICS/SIZE

Student Population	0	3	6	9	9+	Hours in statistics of respondent
300	0 0.0 0.0	0 0.0 0.0	1 100.0 1.6	0 0.0 0.0	0 0.0 0.0	
301-3000	9 30.0 15.3	9 30.0 12.2	7 23.3 11.3	5 16.7 17.2	0 0.0 0.0	
3001-12,000	17 22.4 28.8	30 39.5 40.5	20 26.3 32.3	8 10.5 27.6	1 1.3 3.8	
12,001 100,000	31 24.2 52.5	33 25.8 44.6	31 24.2 50.0	14 10.9 48.3	19 14.8 73.1	
100,000+	2 13.3 3.4	2 13.3 2.7	3 20.0 4.8	2 13.3 6.9	6 40.0 23.1	

This matrix is a cross reference of the education of respondents in statistics and the size of the district in which they work.

KEY: Number responding X Column % (Read Down) X Row % (Read Across) X

Example: Read the bottom row across- Of the Districts with enrollment of 100,00 or more students:

13.3% had no hours in statistics
13.3% had 3 hours in statistics
20.0% had 6 hours in statistics
13.3% had 9 hours in statistics
40.0% had more than 9 hours in statistics

The total number of respondents from this size distract was (2, 2, 3, 2, 6) 15.

Read down the column marked 9+ - Of the respondents who had more than 9 hours in statistics,

0.0% were from districts with less than 300 enrollment
0.0% " " " " 301-3000 "
3.8% " " " " 3001-12,000 "
73.1% " " " " 12,001-100,000 "
23.1% " " " " more than 100,000 enrollment

The total number of respondents having more than 9 hours in statistics was (1, 19, 6) 26.

III

HOURS IN RESEARCH DESIGN/SIZE

Hrs. in Research Design

Student Population	0	3	6	9	9+
300	0 0.0 0.0	1 100.0 1.3	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0
301-3000	11 37.9 12.4	8 27.6 10.3	7 24.1 13.2	1 3.4 8.3	2 6.9 11.8
3001-12,000	27 36.0 30.3	34 45.3 43.6	9 12.0 17.0	3 4.0 25.0	2 2.7 11.8
12,001-100,000	46 35.7 51.7	32 24.8 41.0	34 26.4 64.2	7 5.4 58.3	10 7.8 58.8
100,000+	5 33.3 5.6	3 20.0 3.8	3 20.0 5.7	1 6.7 8.3	3 20.0 17.6

This matrix is a cross reference of the education of the respondents in research design and the size of the district in which they work.

KEY: number responding Column% (Read Down) Row % (Read Across)

Example: Read across the bottom row - Of the districts with enrollment of 100,000+,

33.3% had 0 hours of research design
20.0% had 3 hours of research design
20.0% had 6 hours of research design
6.7% had 9 hours of research design
20.0% had more than 9 hours of research design

The total number of respondents from districts of 100,000 or more was (5,3,3,1,3)15.
Read down the column marked 9+ hours-Of the respondents who had 9+ hrs. of Research Design,
0.0% were from districts with less than 300 enrollment.
11.8% were from districts with 301-3000 enrollment.
11.8% were from districts with 3001-12,000 enrollment.
58.8% were from districts with 12,001-100,000 enrollment.
17.6% were from districts with 100,000+ enrollment.

The total number of respondents having more than 9 hours of research design was (2,2,10,3) 17.

IV

ANY COURSE IN EVALUATION/SIZE

Any course in evaluation?

Student Population	YES	NO
300	1 100.0 1.3	0 0.0 0.0
301-3000	8 25.8 10.4	23 74.2 13.1
3001-12,000	23 30.3 29.9	53 69.7 30.3
12,001-100,000	40 31.0 51.9	89 69.0 50.9
100,000+	5 33.3 6.5	10 66.7 5.7

This matrix is a cross reference between whether or not the respondents had any course in evaluation and the size of the district in which they work.

KEY: Number Responding Column % (Read Down) Row % (Read Across)

EXAMPLE: Read across the bottom row - Of the respondents from districts of more than 100,000,

33.3% had course(s) in evaluation
66.7% did not have a course in evaluation

The total number of respondents in this row (i.e. from districts of 100,000+) was (5,10) 15.
Read down the column marked "NO":
0.0% of the respondents from districts with less than 300 did not have an eval. course
13.1% of the respondents from districts with 301-3000 did not have an eval. course.
30.3% of the respondents from districts with 3001-12,000 did not have an eval. course.
50.9% of the respondents from districts with 12,001-100,000 did not have an eval.cours
5.7% of the respondents from districts with 100,000+ did not have an eval. course.

The total number of respondents who did not have an evaluation course was (0, 23, 53, 89, 10) 175.

V

TEST SCORE/DEGREE

Degree of respondent

Number Right	A.B.	M.A.	SPEC.	Ph.D./Ed.D.
0-15	6 6.6 [illegible]5	76 83.5 43.4	3 3.3 16.7	6 6.6 13.0
16-21	7 5.7 43.8	84 68.9 48.0	11 9.0 61.1	20 16.4 43.5
22-28	3 7.1 18.8	15 35.7 8.6	4 9.5 22.2	20 47.6 43.5

This matrix is a cross reference of the test score made by the respondents and the degree they have completed.

KEY: Number Responding Column % (Read Down) Row % (Read Across)

EXAMPLE: Read across the bottom row - Of the people who correctly answered 22-28 of the items,

7.1% had A.B. degrees (3 individuals)
35.7% had M.A. degrees (15 individuals)
9.5% were specialists (4 individuals)
47.6% had Ph.D. degrees or Ed.D. degrees (20 individuals)

Read down the column marked Ph.D./Ed.D.:

13.0% of the respondents who answered 0-15 of the items correctly had Ph.D.'s or Ed.D.
43.5% of the respondents who answered 16-21 of the items correctly had Ph.D.'s or Ed.D
43.5% of the respondents who answered 22-28 of the items correctly had Ph.D.'s or Ed.D

The total number of respondents who had Ph.D.'s or Ed.D.'s was (6,20,20) 46.

VI

TEST SCORE/HOURS IN STATISTICS

Number Correct	0	3	6	9	9+	Hrs. in Statistics
0-15	28 31.8 46.7	32 36.4 43.2	20 22.7 32.3	6 6.8 20.7	2 2.3 7.7	
16-21	29 23.6 48.3	36 29.3 48.6	34 27.6 54.8	16 13.0 55.2	8 6.5 30.8	
22-28	3 7.5 5.0	6 15.0 8.1	8 20.0 12.9	7 17.5 24.1	16 40.0 61.5	

This matrix is a cross reference of the test score made by the respondents and their education in statistics.

KEY: Number Responding Column % (Read Down) Row % (Read Across)

EXAMPLE: Read across the bottom row - Of the people who correctly answered 22-28 of the items,

7.5% had no hours in statistics (3 individuals)
15.0% had 3 hours in statistics (6 individuals)
20.0% had 6 hours in statistics (8 individuals)
17.5% had 9 hours in statistics (7 individuals)
40.0% had more than 9 hours in statistics (16 individuals)

Read down the column marked 9+ hours: (St=Statistics)
7.7% of the respondents who answered 0-15 of the items correctly had 9+ hrs. of St.
30.8% of the respondents who answered 16-21 of the items correctly had 9+ hrs. of St.
61.5% of the respondents who answered 22-28 of the items correctly had 9+ hrs. of St.

The total number of respondents who had more than 9 hours of statistic was (2, 8, 16) 26.

VII

TEST SCORE/HOURS IN RESEARCH DESIGN

Number Right	0	3	6	9	9+	Hrs. in Research Design
0-15	36 41.4 40.0	24 27.6 30.8	21 24.1 39.6	2 2.3 16.7	4 4.6 23.5	
16-21	48 39.7 53.3	45 37.2 57.7	19 15.7 35.8	2 1.7 16.7	7 5.8 41.2	
22-28	6 14.3 6.7	9 21.4 11.5	13 31.0 24.5	8 19.0 66.7	6 14.3 35.3	

This matrix is a cross reference of the test score made by the respondents and their education in research design.

KEY: Number Responding ☒ Column % (Read Down) ☒ Row % (Read Across) ☒

EXAMPLE: Read across the bottom row - Of the people who correctly answered 22-28 of the items,

14.3% had no hours in research design.
21.4% had 3 hours in research design.
31.0% had 6 hours in research design.
19.0% had 9 hours in research design.
14.3% had more than 9 hours in research design.

The total number of respondents who made correct responses to 22-28 of the items was (6, 9, 13, 8, 6) 42.
Read down the column marked 9+ hours: (R.D. = Research Design)
23.5% of the respondents who answered 0-15 of the items correctly had 9+ hrs. in R.D.
41.2% of the respondents who answered 16-21 of the items correctly had 9+ hrs. in R.
35.3% of the respondents who answered 22-28 of the items correctly had 9+ hrs. in R.

The total number of respondents who had more than 9 hours in research design was (4, 7, 6) 17.

VIII

TEST SCORE/ANY COURSE IN EVALUATION

Any course in evaluation?

Number Right	YES	NO
0-15	28 31.1 36.4	62 68.9 35.2
16-21	34 27.9 44.2	88 72.1 50.0
22-28	15 36.6 19.5	26 63.4 14.8

This matrix is a cross reference of the test score made by the respondents and whether or not they had any course(s) in evaluation.

KEY: number responding: ☒ Column % (Read Down) ☒ Row % (Read Across) ☒

EXAMPLE: Read across bottom row - Of the respondents who answered 22-28 of the items correctly,
36.6% had course(s) in evaluation (15 individuals)
63.4% did not have a course in evaluation (26 individuals)

Read down the column marked "NO": (E.C.=Evaluation Course)
35.2% of the respondents who answered 0-15 of the items correctly did not have an E.C.
50.0% of the respondents who answered 16-21 of the items correctly did not have an E.C.
14.8% of the respondents who answered 22-28 of the items correctly did not have an E.C.

The total number of respondents who did not have an evaluation course was (62, 88, 26) 176.

U. S. O. E. Survey of Evaluators
Title I and III Reading Programs

Measurement and Evaluation
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SURVEY DATA

The following information is a compilation of data from individual survey forms. The questions are listed here in the same order as on the survey form. The frequency of response is followed by the percent of responses (in parentheses) for each question. Please note that some questions ask for a ranking response (1, 2, 3) and others require a simple multiple response (i.e. mark the tests used, etc.). A sample of the original survey form is included in the appendix to this report.

Page 1

G. Were you responsible for writing an evaluation report for your 1968-69 Title I or III reading project?

_____ yes 237 (79.3%)
_____ no 60 (20.1%)

Page 2

Educational Background

Highest degree completed is:
_____ Bachelor 20 (6.7%)
_____ Master 204 (68.2%)
_____ Specialist 21 (7.0%)
_____ Doctor 52 (17.4%)

Graduate hours in statistics are:
_____ none 71 (23.7%)
_____ 3 83 (27.8%)
_____ 6 74 (24.7%)
_____ 9 35 (11.7%)
_____ more than 9 29 (9.7%)

Graduate hours in research design are:
_____ none 101 (33.8%)
_____ 3 95 (31.8%)
_____ 6 61 (20.4%)
_____ 9 15 (5.0%)
_____ more than 9 19 (6.4%)

Have you taken any course work entitled "evaluation"?
_____ yes 91 (30.4%)
_____ no 204 (68.2%)

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1. Within the last 18 months I have been involved in the following programs for Title I and/or III evaluation purposes:
(Three choices. Respondents who started with "A" are included in column 1; those who started with "B" are in column 2, etc.)

	1	2	3
_____A. Inservice workshop	169 (56.5%)		
_____B. Extension course	2 (0.7%)	18 (6.0%)	
_____C. University consultantship	9 (3.0%)	29 (9.7%)	5 (1.7%)
_____D. Publishers workshop	1 (0.3%)	13 (4.3%)	13 (4.3%)
_____E. Program of local I.R.A. council	2 (0.7%)	15 (5.0%)	8 (2.7%)
_____F. Program of state department of public instruction	43 (14.4%)	45 (15.1%)	24 (8.0%)
_____G. Other (please specify)	31 (10.4%)	8 (2.7%)	8 (2.7%)

2. Number of years of operation of your Title I and/or III project is:

_____A. 1	14 (4.7%)
_____B. 2	12 (4.0%)
_____C. 3	93 (31.1%)
_____D. 4	173 (57.9%)

3. The total number of public school pupils (K-12) in your district is:

_____A. 300 or less	1 (0.3%)
_____B. 301-3,000	34 (11.4%)
_____C. 3,001-12,000	81 (27.1%)
_____D. 12,001-100,000	164 (54.8%)
_____E. 100,000+	17 (5.7%)

4. What process led to the establishment of the reading project?

_____A. A survey of needs resulting in a project plan	186 (62.2%)
_____B. A project plan developed by a committee of teachers & administrators	50 (16.7%)
_____C. A plan developed by administrators and supervisors	43 (14.4%)
_____D. A community group request for a project	3 (1.0%)
_____E. Do not know or not sure	10 (3.3%)

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5. Reading instruction for this project is typically conducted in groups of: (check most appropriate term)

_____A. 2-3	29 (9.7%)
_____B. 3-10	172 (57.5%)
_____C. 10-15	55 (18.4%)
_____D. Whole class	11 (3.7%)
_____E. Individualized instruction	20 (6.7%)

6. This method of grouping was prescribed because:

_____A.	More children are reached	35 (11.7%)
_____B.	It is suited to the size of the available classroom	14 (4.7%)
_____C.	Pupil needs are met best	236 (78.9%)
_____D.	It is less expensive	3 (1.0%)

II--Data Collection

7. As an evaluator of the reading project, were you requested to evaluate the objectives of the project?

_____Yes 225 (75.3%)
_____No 61 (20.4%)

8. If "Yes" above, what procedures did you use in making your evaluation of the objectives? (rank 1, 2, 3).

		1	2	3
_____A.	Discussed objectives with local specialists to see whether they were feasible	25(8.4%)	73(24.4%)	4(1.3%)
_____B.	Related objectives to surveyed needs	85(28.4%)	21(7.0%)	6(2.0%)
_____C.	Submitted objectives to a board of experts	1(0.3%)	3(1.0%)	31(10.4%)
_____D.	Other (Specify) ______________________	9(3.0%)	4(1.3%)	21(7.0%)

9. Were you requested to evaluate instructional procedures used in the project?

_____Yes 144 (48.2%)
_____No 142 (47.5%)

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10. If "Yes" above, did you make recommendations to change any instructional procedures?

_____Yes 121 (40.5%)
_____No 37 (12.4%)

11. If "Yes" above, were changes made during the project as a result of your recommendations?

_____Yes 111 (37.1%)
_____No 13 (4.3%)

12. Did you participate in the evaluation of teaching materials?

_____Yes 154 (51.5%)
_____No 131 (43.8%)

13. If "Yes", indicate the sources for developing the criteria for evaluating the materials. (Rank 1, 2, 3.)

		1	2	3
_____A.	Books on evaluation	6(2.0%)	8(2.7%)	14(4.7%)
_____B.	Expert (e.g. consultant)	37(12.4%)	34(11.4%)	8(2.7%)
_____C.	Publishers representatives	3(1.0%)	9(3.0%)	25(8.4%)
_____D.	Local teachers	44(14.7%)	32(10.7%)	14(4.7%)
_____E.	Other Title I projects	7(2.3%)	12(4.0%)	22(7.4%)

14. Were you involved in evaluation of Title I staff?

_____Yes 153 (51.2%)
_____No 134 (44.8%)

15. If "Yes" above, indicate methods used to gather data. (Rank 1, 2, 3.)

		1	2	3
_____A.	Personal classroom observation	72(24.1%)	16(5.4%)	6(2.0%)
_____B.	Teacher's log or lesson plan	2(0.7%)	18(6.0%)	21(7.0%)
_____C.	Principal report	12(4.0%)	34(11.4%)	13(4.3%)
_____D.	Questionnaire	8(2.7%)	12(4.0%)	14(4.7%)
_____E.	Interview	1(0.3%)	10(3.3%)	14(4.7%)
_____F.	Consultant's report from observation	3(1.0%)	4(1.3%)	7(2.3%)
_____G.	Supervisor's report	1(0.3%)	5(1.7%)	14(4.7%)
_____H.	Other (specify)	3(1.0%)	1(0.3%)	2(0.7%)

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16. Indicate the teacher evaluation instrument used. (Two choices. Respondents who started with "A" are included in Column 1; those who started with "C" are in Column 2.)

		1	2
_____A.	Flanders Interaction Analysis	3(1.0%)	
_____B.	Amidon Teacher Analysis Form	0(0.0%)	0(0.0%)
_____C.	Locally devised rating scale	101(33.8%)	2(0.7%)
_____D.	None	60(20.1%)	0(0.0%)
_____E.	Other (specify)	18(6.0%)	10(3.3%)

17. Indicate methods used to collect data for your total evaluation. (Rank 1, 2, 3.)

		1	2	3
_____A.	Visit reading classes	52(17.4%)	29(9.7%)	29(9.7%)
_____B.	Discussions with teachers	14(4.7%)	57(19.1%)	48(16.1%)
_____C.	Examine results of testing program	132(44.1%)	41(13.7%)	30(10.0%)
_____D.	Pupil reactions	5(1.7%)	14(4.7%)	44(14.7%)
_____E.	Written reports from teachers	18(6.0%)	70(23.4%)	29(9.7%)
_____F.	Reports from supervisors	8(2.7%)	17(5.7%)	35(11.7%)
_____G.	Others (Describe)	5(1.7%)	4(1.3%)	12(4.0%)

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III--Reporting

18. To whom are the results of Title I projects reported? (Rank 1, 2, 3.)

		1	2	3
_____A.	U.S. Government	3(1.0%)	1(0.3%)	5(1.7%)
_____B.	State department of education	49(16.4%)	30(10.0%)	16(5.4%)
_____C.	Local school board	127(42.5%)	62(20.7%)	15(5.0%)
_____D.	Community groups (specify)	31(10.4%)	67(22.4%)	67(22.4%)
_____E.	Newspaper, radio, etc.	1(0.3%)	0(0.0%)	16(5.4%)
_____F.	Parents (specify)	1(0.3%)	2(0.7%)	5(1.7%)
_____G.	Faculty and staff	2(0.7%)	10(3.3%)	13(4.3%)
_____H.	Pupils	17(5.7%)	30(10.0%)	66(22.1%)
_____I.	Supervisory personnel	5(1.7%)	1(0.3%)	1(0.3%)
_____J.	Other (specify)	11(3.7%)	41(13.7%)	32(10.7%)

19. Indicate the type(s) of reports you were requested to make. (Three choices. Respondents who started with "A" are included in Column 1; those who started with "B" in Column 2, etc.)

		1	2	3
_____A.	Anecdotal	79(26.4%)		
_____B.	Narrative	162(54.2%)	68(22.7%)	
_____C.	Statistical	44(14.7%)	157(52.5%)	60(20.1%)
_____D.	Other (specify)	6(2.0%)	6(2.0%)	8(2.7%)

20. For what purposes are reports of Title I projects made? (Rank 1, 2, 3).

		1	2	3
_____A.	Future financial support	20(6.7%)	52(17.4%)	52(17.4%)
_____B.	Local publicity	1(0.3%)	1(0.3%)	9(3.0%)
_____C.	Federal regulation	132(44.1%)	35(11.7%)	35(11.7%)
_____D.	Decision regarding status of project	54(18.1%)	80(26.8%)	49(16.4%)
_____E.	Periodic progress during the year	32(10.7%)	34(11.4%)	33(11.0%)
_____F.	Annual report to Board of Education	5(1.7%)	39(13.0%)	52(17.4%)

21. What means were used to make public the results of the Title I project? (Three choices. Respondents who started with "A" are included in Column 1; those who started with "B" are in Column 2, etc.)

		1	2	3
_____A.	Newspaper articles	172(57.5%)		
_____B.	Reports to parents, written	32(10.7%)	72(24.1%)	
_____C.	Radio interviews	0(0.0%)	14(4.7%)	12(4.0%)
_____D.	Reports to P.T.A.	17(5.7%)	48(16.1%)	36(12.0%)
_____E.	Reports to community service organizations	4(1.3%)	21(7.0%)	45(15.1%)
_____F.	Reports to Board of Education	38(12.7%)	54(18.1%)	53(17.7%)
_____G.	Written report--circulated in community	1(0.3%)	4(1.3%)	17(5.7%)
_____H.	Other (specify)	11(3.7%)	12(4.0%)	4(1.3%)

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IV--Tests

22. In your judgment, the most reliable measures of the degree of success of the reading project are: (Rank 1, 2, 3.)

		1	2	3
_____A.	Statistics derived from pre- and post-tests	108(36.1%)	46(15.4%)	56(18.7%)
_____B.	Pupils reading at grade level	14(4.7%)	20(6.7%)	14(4.7%)
_____C.	Parent response	1(0.3%)	6(2.0%)	19(6.4%)
_____D.	Responses from classroom teachers	33(11.0%)	62(20.7%)	56(18.7%)
_____E.	Extent of pupil participation in activities	34(11.4%)	28(9.4%)	26(8.7%)
_____F.	Pupils reading near expectancy level	64(21.4%)	57(19.1%)	30(10.0%)
_____G.	Reading teacher reports	19(6.4%)	40(13.4%)	41(13.7%)
_____H.	Reports from supervisors	3(1.0%)	7(2.3%)	11(3.7%)
_____I.	Classroom visitation	3(1.0%)	8(2.7%)	16(5.4%)

23. In your judgment, the most reliable measures of pupil progress are: (Rank 1, 2, 3).

		1	2	3
_____A.	Standardized test results	1(0.3%)	0(0.0%)	1(0.3%)
_____B.	Reading grades on report card	120(40.1%)	50(16.7%)	54(18.1%)
_____C.	Academic grades on report card	0(0.0%)	4(1.3%)	6(2.0%)
_____D.	Reading teacher evaluation	0(0.0%)	6(2.0%)	8(2.7%)
_____E.	Oral reading in the classroom	98(32.8%)	94(31.4%)	25(8.4%)
_____F.	Pupil's self-evaluation	6(2.0%)	12(4.0%)	13(4.3%)
_____G.	Classroom teacher evaluation	21(7.0%)	35(11.7%)	55(18.4%)
_____H.	Informal test results	19(6.4%)	45(15.1%)	60(20.1%)
_____I.	Number of books read by pupil	18(6.0%)	28(9.4%)	34(11.4%)
_____J.	Completion of basal reader	1(0.3%)	6(2.0%)	12(4.0%)
_____K.	Completion of reading workbook	0(0.0%)	1(0.3%)	1(0.3%)

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24. What test design was used in evaluating the project?

_____A.	Pre-test/post-test	263(88.0%)
_____B.	Local data comparison	12(4.0%)
_____C.	National norm comparison	8(2.7%)
_____D.	Test of difference between groups	3(1.0%)
_____E.	Other (describe)	4(1.3%)

25. Standardized reading test scores indicate:

_____A.	Independent reading level	88(29.4%)
_____B.	Instructional reading level	99(33.1%)
_____C.	Frustration reading level	81(27.1%)

Use the following list of tests to answer the question below:

1. Doren Diagnostic
2. Spitzer Test
3. California Reading Test
4. Dolch Test of 220 Words
5. Nelson-Denny
6. Gray Oral
7. Informal Reading Inventory
8. Peabody Picture Vocabulary Test

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26. Which of the following reading skills are tested by the instruments indicated above? Write the number of the test next to the skill that it purports to measure.

_____A. Phonics-word attack

1	2	3	4	5	6	7	8
97(32.4%)	3(1.0%)	9(3.0%)	19(6.4%)	2(0.7%)	30(10.0%)	20(6.7%)	7(2.3%)

_____B. Sight vocabulary

1	2	3	4	5	6	7	8
10(3.3%)	1(0.3%)	7(2.3%)	168(56.2%)	3(1.0%)	9(3.0%)	9(3.0%)	21(7.0%)

_____C. Study skills

1	2	3	4	5	6	7	8
12(4.0%)	91(30.4%)	40(13.4%)	1(0.3%)	10(3.3%)	2(0.7%)	15(5.0%)	0(0.0%)

_____D. Paragraph comprehension-silent reading

1	2	3	4	5	6	7	8
4(1.3%)	3(1.0%)	128(42.8%)	4(1.3%)	23(7.7%)	18(6.0%)	43(14.4%)	0(0.0%)

_____E. Critical reading skills

1	2	3	4	5	6	7	8
43(14.4%)	9(3.0%)	38(12.7%)	4(1.3%)	18(6.0%)	26(8.7%)	23(7.7%)	0(0.0%)

_____F. Secondary level reading comprehension

1	2	3	4	5	6	7	8
2(0.7%)	11(3.7%)	53(17.7%)	5(1.7%)	102(34.1%)	8(2.7%)	10(3.3%)	0(0.0%)

The following are types of tests often used in reading projects:

1. Achievement test (standardized, California)
2. Diagnostic reading test (standardized, group, Bond-Clymer-Hoyt)
3. Individual diagnostic reading test (Durrell)
4. Informal reading inventory
5. Interest inventory
6. Language and concept inventory (Peabody)

27. Use the above listed types of tests, and write the number of the type which would be appropriate for measuring or evaluating the following objectives:

_____A. Improve all pupils reading through a developmental program

1	2	3	4	5	6
153(51.2%)	72(24.1%)	11(3.7%)	10(3.3%)	2(0.7%)	4(1.3%)

_____B. Correct specific reading difficulties through a remedial reading program

1	2	3	4	5	6
6(2.0%)	58(19.4%)	175(58.5%)	16(5.4%)	0(0.0%)	3(1.0%)

_____C. Enrich children's experiences for reading through field trips

1	2	3	4	5	6
3(1.0%)	0(0.0%)	0(0.0%)	29(9.7%)	124(41.5%)	82(27.4%)

_____D. Encourage wide reading through appropriate book selection

1	2	3	4	5	6
6(2.0%)	4(1.3%)	2(0.7%)	89(29.8%)	126(42.1%)	15(5.0%)

Evaluators' Test Response Profile

The twenty-eight items which were included as a survey of evaluators' knowledge about principles of evaluation are listed below. The item number, the correct answer and the percentages of each responses are included. The percent figure, which is underlined, is the correct choice. The actual questions are included in the appendix as the second half of the questionnaire.

		Percent of Responses (0=no answer)				
Item	Key	0	1	2	3	4
1	3	4%	20%	4%	69%	3%
2	3	5%	2%	7%	76%	9%
3	2	5%	7%	75%	5%	8%
4	2	5%	56%	12%	18%	10%
5	2	3%	5%	74%	18%	0%
6	3	4%	2%	33%	44%	17%
7	1	3%	46%	4%	12%	35%
8	4	1%	7%	0%	3%	88%
9	4	5%	26%	6%	7%	55%
10	1	3%	70%	8%	13%	6%
11	3	7%	18%	31%	44%	0%
12	1	1%	84%	7%	5%	3%
13	2	3%	15%	78%	4%	1%
14	3	4%	7%	17%	64%	9%
15	1	4%	73%	10%	8%	5%
16	1	4%	31%	10%	21%	33%
17	1	5%	74%	1%	3%	18%
18	4	2%	14%	5%	3%	75%
19	1	2%	54%	17%	14%	13%
20	4	5%	6%	18%	9%	61%
21	2	2%	5%	82%	8%	2%
22	2	3%	14%	74%	5%	5%
23	2	11%	6%	51%	13%	19%
24	3	20%	11%	7%	58%	4%
25	3	5%	4%	25%	51%	14%

Evaluators' Test Response Profile (Cont.)

Item	Key	Percent of Responses 0	1	2	3	4
26	2	6%	44%	28%	14%	7%
27	1	9%	54%	24%	12%	1%
28	3	12%	7%	10%	64%	7%

Respondents	N = 296
Items	N = 28.0
Means	17.0743
Sigmas	5.2480
Alphas	0.8199

Description of Seminar and At Home Study Activities

by

Ed Robbins

Measurement and Evaluation Center in Reading Education
Indiana University, 1970

This study was supported in part by a grant
from U.S.O.E., H.E.W., Bureau of Research,
Contract #OEG-0-9-090473-4231 (010)

Description of Seminar and At Home Study Activities

Two seminars were held on the campus of Indiana University for the purposes of 1) discussing general evaluation concepts, 2) reviewing a taxonomy of instruments and techniques for evaluating reading programs (Farr, Laffey and Smith, 1968), and 3) demonstrating and field testing the Evaluation Training Package - a simulation exercise developed as a part of the project manuscript. The first seminar was held November 5 through 7, and the second, November 12 through 14. (A copy of the Program Outline is included in Appendix F .)

Each seminar was attended by twenty-two evaluators of Title I and/ or Title III reading programs. The participants were selected as outlined above and invited to attend either Seminar I or Seminar II depending on the size of school corporations they represented. Initial invitations were mailed approximately six weeks prior to the seminar date. The selection, invitation of substitutes, and final confirmation of participants was completed approximately one week prior to the seminar date.

Seminar I

Seminar I, held for evaluators from school districts with student enrollments of 12,000 or less, was held in the Indiana University Memorial Union, beginning at 9:00 a.m. November 5, 1969. (A copy of the program schedule for Seminar I is included in Appendix F). A get acquainted social was held on the evening of November 4 to provide an opportunity for the participants to meet each other and the seminar staff. Because the seminar program called for both large and small group activities, participants were randomly assigned to their small groups.

Seminar Activities -- First Day

The first session of the seminar was devoted to an introduction and orientation to the seminar and a presentation entitled "What is Evaluation?"

During the second session, the participants met in their respective small groups for the purpose of discussing a series of questions concerning their role in the project. The questions were designed to solicit responses from the participants concerning 1) problems they had encountered in attending the seminar; 2) what, if anything, should have been done differently; 3) what major problems have been encountered in the evaluation of reading programs; and 4) considering those problems, what they would hope to gain from this seminar.

The purpose of these discussions was to identify areas of the administration of the seminars that were inadequate and/or inappropriate and to discern how the final session of the seminar could be organized in order to be of maximum value to the participants.

During the third session, the CIPP evaluation model was introduced.

At the fourth session, the Evaluation Training Package and the Taxonomy of Evaluation Techniques for Reading Programs were introduced.

The final session of the first day was given to the first one-fifth of the Training Package. For the simulation exercises the participants met in their respective small groups. Each group was moderated by a member of the project staff. The session was concluded with a short, total group discussion of their experiences in completing the simulation exercise.

Seminar Activities -- Second Day

The second one-fifth of the Training Package was completed during the first session. The format outlined above for the first simulation exercise was followed.

An explanation of how the CIPP model was being used to evaluate this evaluation manuscript study was given during the second session. The purpose of this presentation was to provide an example of how the CIPP model of evaluation would operate in a real situation.

A third simulation session was conducted during the third session of the second day. Again the format for this session was the same as the earlier sessions.

The fourth session of the second day was utilized for the fourth one-fifth of the simulation exercise in evaluation. The total groups met at the end of the session for a general discussion of their progress during the session.

During the fifth session, the logic of evaluation was outlined through an evaluation flow chart (see Appendix G for this chart) which can be used to check the logic of an evaluation report. After the discussion, participants were asked to apply the flow chart to a sample evaluation report.

Dr. Roger Farr, a project staff member, served as dinner speaker the evening of the second day. His speech, "The Evaluation of Reading Behavior" is appended. (Appendix I)

The final session of the second day was devoted to the completion of the simulation exercises and a general discussion covering all aspects of the Evaluation Training Package.

Seminar Activities -- Third Day

From the interests that the participants had expressed at the beginning of the seminar, special small group discussions were conducted during the first session of the third day. The discussion groups included: writing behavioral objectives; evaluation management; and reading tests.

The second session -- third day -- was used to appriase the total seminar. Participants were asked to express, both verbally and on special evaluation instruments, their impressions concerning the activities of the seminar (the results of this activity are outlined in the section on the evaluation of the Seminar.).

The final seminar session was utilized to handle the administrative details of reimbursing participants the cost of their transportation to the seminar. Dismissal followed this session.

Seminar II

Seminar II, held for evaluators from school districts with student enrollments of 12,000 or more, was held in the Poplars Motor Hotel. This seminar began on November 12, 1969, and concluded on November 14, 1969. With but minor exceptions the format of Seminar II was the same as for Seminar I. (See copy of Program Schedule for Seminar II in Appendix F).

At Home Study

In addition to the field testing of the Evaluation Training Package accomplished at Seminars I and II, an At Home Study of the training package was conducted. Twenty-two evaluators, selected as outlined above, were included in the At Home Study. In addition to the Evaluation Training Package, (Appendix G), each participant was provided 1) response sheets (Appendix H) for indicating how they would proceed differently after having studied the training materials, 2) an at home study final questionnaire and rating scale (See section on Evaluation), and 3) a semantic differential on selected evaluation concepts (See section on Evaluation).

The instructions outlined the simulation format of the training package and the procedures the participants were to follow in completing the training materials. After having completed the training package, participants were asked to complete the response sheets concerning how they would proceed differently if they were to now conduct the evaluation they had previously reported and submitted with the initial project survey.

Twenty of the twenty-two evaluators who had agreed to participate completed all of the assigned tasks in the At Home Study. However, because it was later learned that two of the original reports had been completed by persons other than the participant, only eighteen reports were available for evaluation. Evaluation of the At Home Study is covered in the section on evaluation.

Measurement of Reading

by

Roger Farr

Measurement and Evaluation Center in Reading Education

Indiana University

1970

This study was supported in part by a grant from U.S.O.E., H.E.W., Bureau of Research, Contract #OEG-0-9-090473-4231 (010)

Measurement of Reading

I. Introduction -- What can be measured? (no heading)

II. Problems in measuring reading sub-skills
  A. Reading vocabulary
  B. Speed of reading
  C. Reading comprehension
  D. Rate of comprehension
  E. What can be measured?

III. Methods for assessing reading achievement
  A. Introduction (no heading)
  B. Using standardized tests
  C. Informal measurement of reading
  D. Diagnosis through self-appraisal
  E. A note to the practitioner

IV. Assessing growth
  A. Introduction (no heading)
  B. Difficulties in assessing growth
  C. Considerations in estimating growth

V. Summary: Test usage and research needs

Measurement of Reading*

Roger Farr

In order to measure any behavior it is necessarily to know what the basic components of that behavior are. Research has been far from conclusive in defining reading. Much of it has taken the form of factor analysis studies in which various kinds of tests (e.g. tests of reading ability as well as tests of language usage and general intelligence) are administered to a group of students and the test results are then analyzed to determine basic components of the reading act.

That attempts have been made to define reading by examining performance on reading tests is not surprising since, on the surface, it appears a logical procedure. However, such attempts are severely limited. Performance on any one reading test is only a sample of an individual's behavior in one given situation under a single set of conditions. Significant differences in performance can occur when the time of day of test administration, the content of the reading material on the test, or the examiner administering the test are varied.

Several researchers have attempted recently to define reading in psycholinguistic terms. Goodman (1969) has developed a theory of reading which accounts for the nature of language and the reader's psycholinguistic background. According to Goodman, reading is a form of information processing; it occurs when an individual selects and chooses from the information available to him in an attempt to decode graphic messages. Thus, Goodman suggested that perhaps the reading process cannot be fragmented. Ryan and Semmel's (1969) review of recent psycholinguistic theories of reading substantiated Goodman's point of view. They concluded:

> Research has demonstrated that the reader does not process print sequentially, but rather in a manner which reflects his use of language at every opportunity. Expectancies about syntax and semantics within contexts lead to hypotheses which can be confirmed (or disconfirmed) with only a small portion of the cues available in the text. Thus, not all the information needed by the reader is on the printed page--nor are all the printed details needed by him. (1969, p. 82)

If one were to extrapolate components of reading behavior from these psycholinguistic theories, they would probably include the ability to use knowledge of written syntax, knowledge of words used in context, and knowledge of how to use phonological cues.

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*A more extensive review of the research and discussion of the topics in this chapter can be found in: Farr, Roger. Reading: What Can be Measured. Newark, Delaware: International Reading Association, Inc., 1969. The ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading provided support for the development of this chapter.

Perhaps the psycholinguistic approach will provide a more viable definition of reading and lead to a more solid basis for test construction. It may well be that research will find, as the proponents of psycholinguistic theory have suggested, that attempts to define reading sub-skills on a group basis are fruitless. In that case, measurement in reading would have to be based on whether a reader has a strategy for decoding written messages and whether he understands reading as a communication process rather than whether he can simply decode written symbols, supply the meanings of words in isolation, or answer multiple choice questions based on a literal understanding of a selection. Until research is carried out to develop tests which take into account the elements psycholinguistic theorists are finding central to reading ability, the teacher will still need to use present subtests of reading to evaluate reading ability, but this use of subtests must be done cautiously. Present reading tests can be helpful if the subtests are recognized merely as measuring the reader's different ways of interacting with printed messages and together are taken to represent a measure of the students' ability to utilize text material effectively.

Problems in measuring reading sub-skills

Standardized tests, the most common device for measuring reading ability, divide reading into a number of sub-skill areas. In every instance, this division is arbitrary since there is almost no research evidence supporting it. However, since most standardized reading tests are organized around separate sub-skill areas and since the teacher has to work with existing tests, the problems of measurement are discussed below as they apply to the most commonly found sub-skill divisions. These sub-skill areas include reading vocabulary, rate, comprehension, and rate of comprehension.

Reading vocabulary

Over ninety per cent of group survey tests of silent reading ability include a separate measure of reading vocabulary. The inclusion of such a measure is, on the surface, highly reasonable. In fact, it has been suggested by several reading authorities (Karlin, 1964; Wilson, 1967) that vocabulary scores provide teachers with diagnostic insight into the reading ability of students. However, the wide array of procedures used to measure reading vocabulary cast doubt as to whether reading vocabulary is a specific sub-area of reading.

Kelley and Krey (1934) studied standardized vocabulary and reading tests and delineated 26 different approaches for measuring knowledge of word meanings. In a list adapted from Dolch (1927), they categorized the approaches as follows:

1) Unaided recall
    - A. Checking for familiarity
    - B. Using words in a sentence
    - C. Explaining the meaning

- D. Giving a synonym
- E. Giving an opposite

2) Aided recall
    - A. Recall aided by recognition
        - 1. Matching tests
        - 2. Classification tests
        - 3. Multiple-choice tests
            - a. Choosing the opposite
            - b. Choosing the best synonym
            - c. Choosing the best definition
            - d. Choosing the best use in sentences
        - 4. Same-opposite tests
        - 5. Same-opposite-neither tests
        - 6. Same-different tests
    - B. Recall aided by association
        - 1. Completion test
        - 2. Analogy test
    - C. Recall aided by recognition and association
        - 1. Multiple-choice completion test
        - 2. Multiple-choice substitution test

(Kelley & Krey, 1934, p. 103)

In conclusion, Kelley and Krey stated that there did not seem to be any one best technique for measuring word meaning knowledge. They added that with present instruments there was little hope of accurately determining the extent or the quality of the reading vocabulary of an individual.

An attempt to analyze the behavior involved in a child's knowledge of the meaning of a word was undertaken by Cronbach (1942). Cronbach's categorization of such behavior can be presented as follows:

1. Generalization--Can the child define the word?

2. Application--Can the child recognize an illustration of the word if properly named by the word?

3. Breadth of meaning--Can the pupil recall different meanings of the word?

4. Precision--Can the pupil apply the term correctly in all possible situations?

5. Availability--Does the child actually use the word?

The methods of measuring vocabulary listed by Kelley and Krey and the categories of behaviors involved in vocabulary skills devised by Cronbach suggest that the measurement of reading vocabulary is indeed a complex task. If one just looks at standardized reading tests, it is obvious that many subtests are labelled vocabulary. However, on closer examination it becomes hard to believe that all these subtests of vocabulary are measuring the same thing since the procedures used and the types of behaviors sampled vary from subtest to subtest. For example, the Gates-MacGinitie Reading Test includes a reading vocabulary subtest of fifty items to be completed within fifteen minutes; for each item, a word is given in isolation and the examinee is asked to select the best synonym from five alternatives. But, the Diagnostic Reading Tests: Upper Level differs from the Gates-MacGinitie; it has a vocabulary subtest consisting of sixty items to be completed within ten minutes; for each item, a definition is given and the examinee is to select from five alternatives the word defined. The vocabulary subtest of the Nelson-Denny Reading Test: Vocabulary-Comprehension-Rate contains one hundred items to be completed within ten minutes; for each item, an incomplete definition statement is given and the examinee is to select from five alternatives the best word to complete the definition. In each of these three vocabulary tests the task is quite different. Time is a stringent factor on one test but not on the other two; the words to be defined are in isolation in one test but not on two others; and, on one test, the match is between a word and a synonym and in the other between a word and a definition.

The confusion caused by the diversity of methods for measuring reading vocabulary poses a serious problem for the test consumer: which reading vocabulary sub-test should be selected from the many available? Assuming that reading vocabulary is a distinct and measurable sub-skill of reading, the problem of test selection can be mitigated somewhat if when choosing a test, the goals of the test are matched with the instructional goals. For example, if a variety of procedures have been used to foster vocabulary growth, then the vocabulary test used to assess this growth should include a wide range of tasks. What is important is that the test sample the same behaviors as those developed through the instructional program. This is not teaching for a test, rather it is selecting a test which measures growth toward the specified objectives of the reading program.

The most important research need in measuring reading vocabulary is the development of tests based on sound theoretical and empirical evidence concerning the components of reading ability (Kingston, 1965). While it has been logically argued that a person can know the meanings of many words he reads and, at the same time, lack the ability to weave these meanings together in reading sentences and paragraphs, this contention has no empircal basis. Until such evidence is forthcoming, any attempts to "diagnose" reading vocabulary as distinct from reading comprehension or other areas should proceed on very cautious grounds. It seems possible that research may reveal that the logical analyses of sub-skills constituting reading behavior have been quite inaccurate and that such skills need to be reexamined from a radically different point of view. This conclusion would not only have serious implications for test design and content, but also for the development of reading programs and instructional materials.

If past test developers' and researchers' attempts to measure vocabulary as a distinct sub-area prove to be successful, the study of the qualitative differences in reading vocabulary responses at different age levels should then become the focal point of future research. Studies already carried out have indicated that the usual methods do not supply adequate information concerning many aspects of reading vocabulary. An initial undertaking along these lines might well take the form of verifying Kelley and Krey's (1934) 26 methods for measuring reading vocabulary.

Estimates of the size of students' vocabularies need updating. The availability of computer techniques as well as newly developed sampling procedures certainly would facilitate the task of developing grade and age level vocabulary lists. Such studies should be able to profit from the early work of Thorndike (1931) and Seashore and Eckerson (1940) and more recently from that of Dale (1949) and Bryan (1953).

Speed of reading

For the purposes of the review which follows, reading speed is defined as the number of words read within any given time period. Comprehension as it relates to reading speed is discussed separately.

The development of faster reading speed is an important, if not central, goal of many high school and college reading programs. This is certainly justifiable on both logical and empircal grounds--the large volume of reading required in most academic and vocational endeavors is reason enough for the development of speed reading programs. The realization that many high school and college students read at a rate below their potential and that reading speeds can easily be increased has led to the rapid expansion of these programs over the past decade.

Because of the recent emphasis on reading speed, a number of standardized tests--Burnett Reading Series: Survey Test, Diagnostic Reading Tests, and the Gates-MacGinitie Reading Tests--have been developed. Most of these include some type of comprehension check for two reasons: 1) the belief that faster reading results in better comprehension, 2) the belief that reading speed is unimportant unless some minimal level of comprehension is maintained. That faster reading results in better comprehesnion is not at all substantiated by research evidence. In fact, the validity of correlations between reading speed and comprehension has been a point of controversy for many years. In the 1930's Eurich (1930), Anderson and Tinker (1932), and many others began reporting moderately high correlations between rate and comprehension. In 1942, however, Stroud pointed out that most of the early studies relating speed to comprehension were invalid because they were based on comprehension scores derived from timed tests and, therefore, the comprehension score was contaminated by a speed factor.

The belief that reading speed is unimportant unless some minimal level of comprehension is maintained seems quite logical. Certainly a reader should not increase his reading speed if by [illegible] doing, he is unable to comprehend what he is reading. However, if reading speed and comprehension are unrelated, there appears to be justification for measuring speed separately from comprehension. Many students who are slow readers are good comprehenders, but there are also many slow readers who are poor comprehenders. On the other hand, both good and poor reading comprehension occurs among relatively fast readers. Stroud (1969) has emphasized that there is as much point in one's reading rapidly what he does not understand as there is in his reading it slowly.

Applying comprehension checks to measure reading speed has resulted in another problem. Comprehension scores have been used on many reading rate tests as if they formed a perfect ration scale, that is, as if there were an absolute zero point on the test. On one such test, an individual's score is determined by multiplying his reading rate with his per cent of comprehension. The reason for this, according to the test developer, is that the reading speed score should be reduced by the reader's level of comprehension. The invalidity of this procedure is easily illustrated through the following hypothetical situation. Suppose an examinee reads 300 words per minute and scores 85 per cent on comprehension. Multiplying the two would result in a reading speed score of 255 words per minute. If the examinee merely reads the title of the selection and then reports that he had read the material, his speed would be taken at being approximately 20,000 words per minute. A subsequent comprehension score of 55 per cent would result in a rate of reading score of 11,000 words per minute. Such a comprehension score without reading would not be unusual since examinees can always answer several questions correctly on the basis of their prior knowledge and several other items can be guessed correctly. The main point here is that combining comprehension with measures of reading rate detracts from the validity of measuring speed of reading.

The failure of test developers to provide specific purposes for reading a given selection also poses a measurement problem. Several studies (McDonald, 1966; Sheldon, 1955) have shown that purpose can have a strong influence on rate of reading. Most tests of reading speed merely require that the examinee read the material and answer the questions that follow. McDonald (1958) attempted to deal with this problem by developing a reading versatility inventory. McDonald's inventory tries to measure the reader's ability to change his reading speed and approach to suit his purpose for reading. The inventory is composed of three reading selections each containing different directions. The first set of directions asks the student to read the material carefully; the second asks him to read rapidly; and the third asks him to skim. McDonald reported that flexible readers complete each succeeding part of the inventory 1.8 to 2 times faster than the preceding one. Two important points about McDonald's inventory should be made: 1) while both speed and comprehension scores are determined for each reading selection, there is no attempt to combine the scores; 2) the subjects in McDonald's study were not allowed to look back when answering the questions. Whether or not examinees should be permitted to look back at the reading selection when answering test items is a controversy in measuring reading comprehension which is discussed later.

Despite McDonald's attempts to build a measure of reading flexibility, there is little evidence that most students have any ability to adjust their reading rate to suit specific purposes. McDonald (1965), in an overview of research studies, concluded that the vast majority of readers are untrained in reading flexibility and, therefore, do not change their reading rate to any great extent even when instructed to read for different purposes.

Few studies focus on the reliability of tests of reading rate. Traxler (1938), for one, studied the relationship between the length and the reliability of one of these tests. Seventy-eight high school juniors were given two forms of a 177-line reading rate test in alternate order. The students were asked to mark the line they were reading at the end of each hundred seconds. Traxler then correlated the number of lines read at each hundred seconds between forms A and B. The correlations were significantly higher (.86) for four hundred seconds than for one hundred seconds (.62). Traxler concluded that the time allowed for most tests of reading rate (one minute to five minutes) is too short for high reliability. He called for the development of tests two or three times the length of those extant. This same plea is valid today.

The most important research need in the measurement of reading rate is a thorough analysis of how students develop faster reading speeds that can serve as a basis for test construction. In particular, the phenomenal reading rates achieved by students in some rate improvement programs should be studied more closely, especially since some of the rates reported have exceeded the physiological limits of the normal progression of eye movements across and down the page. Another area demanding further study concerns the difficulty and interest-appeal of selections used to measure reading rate. Probably the best approach for such research would be through a series of studies combining purposes for reading, difficulty of selections, and interest level of selections in a three-way analysis of variance. Such an investigation could help to determine the effects of each of these factors individually as well as the unique interaction effects among all three factors. Replication could then be conducted with a number of different age groups. Finally, the realiability of reading rate measures should also prove a fertile area for future study. Traxler in 1938 provided valuable insight into this problem, but since then very little effort has been expended in this area. The interchangeability of test forms, the effects of test length at various age levels, and the effects of typography all need to be examined if the reliability of reading rate measures is to be improved.

Reading comprehension

A review of the factors that should be considered in measuring reading comprehension reveal that this measurement task is extremely complex. These factors include the length, interest appeal, subject matter, reading difficulty, and organization of the material to be read; the reader's purpose, mental set, environmental conditions for reading, and command of basic decoding skills; the type of question to be used; and whether examinees are allowed to look back at the selection when answering questions. Kerfoot (1968, p. 42) stated that the measurement of reading comprehension is a "problem of inconsistency in both theoretical base and descriptive terminology". He suggested that, to overcome this problem, both researchers and practitioners should seek to operationally define reading comprehension in terms of specific reading tasks. Barrett (1968) has provided a partial response to Kerfoot's plea for an operational definition of comprehension by developing a taxonomy of the cognitive and affective domains of reading comprehension. The major sections of this taxonomy include literal comprehension, reorganization, inferential comprehension, and evaluation and appreciation.

There are presently many sub-tests of standardized reading tests purporting to measure sub-skills of reading comprehension. However, the division of comprehension into distinct sub-skill areas has not been based on any validity studies. Stroud (1969), realizing this deficiency, suggested that reading comprehension tests include measures of the reader's ability to recall specific facts, generalize, draw inferences, and determine the author's purpose. However, Stroud did issue a caution: he suggested that such sub-tests not be used for diagnostic purposes. Instead, he urged that the sub-tests be combined.

Early attempts to isolate specific reading comprehension skills employed factor analysis techniques. Davis (1944) developed tests of nine skills which he believed to be components of reading comprehension. The list of nine reading skills that were appraised by Davis' tests included:

1) knowledge of word meanings

2) ability to select the appropriate meaning for a word or phrase in the light of its particular contextual setting

3) ability to follow the organization of a passage and to identify antecedents and references in it

4) ability to select the main thought of a passage

5) ability to answer questions that are specifically answered in a passage

6) ability to answer questions that are answered in a passage but not in words in which the question is asked

7) ability to draw inferences from a passage about its contents

8) ability to recognize the literary devices used in a passage and to determine its mood and intent

9) ability to determine a writer's purpose, intent, and point of view, i.e., to draw inferences about a writer.

A factor-analysis of the results of these tests administered to a group of college freshmen produced only five statistically significant skills; two of them--word knowledge and reasoning--accounted for 89 per cent of the total variance. The five statistically significant reading comprehension skills were: 1) word knowledge, 2) ability to reason in reading, 3) ability to follow the organization of a passage and to identify antecedents and references in it, 4) ability to recognize the literary devices used in a passage and to determine its tone and mood, and 5) tendency to focus attention on a writer's explicit statements to the exclusion of their implications.

Another attempt to understand the composition of reading comprehension test scores was undertaken by O'Donnell (1963). O'Donnell hypothesized that reading comprehension scores would be more highly related to awareness of structural relationships of words in sentences than it would be to the ability of verbalize grammatical rules and terminology. The two tests used by O'Donnell to measure these abilities included a specially designed test of recognition of structural relationships in English and the Iowa Grammar Information Test. The findings support the hypothesis that the two variables (awareness of structural relationships and ability to verbalize rules and terminology) correlated about equally with reading comprehension scores (.44 and .46, respectively). These correlations, however, indicate that only about 19 per cent of the variance in the reading comprehension scores can be accounted for by the two grammar tests. Thus, it would appear that knowledge and awareness of grammatical structures are not major factors contributing to reading comprehension. On the other hand, Jenkinson (1957), by employing the cloze procedure, found that good comprehenders (those with high cloze scores) had a better understanding of language structure. The differences between the Jenkinson and O'Donnell findings can probably be accounted for by the two different methods of measuring reading comprehension used. It is possible that while the ability to respond to multiple-choice factual recall questions is not related to awareness of language structure, they become related when comprehension is based on ability to supply missing words in text. This ability is probably based on a combination of skills involving the use of semantic and syntactic clues.

The validity of reading comprehension scores as indicators of the amount of knowledge retained has also been subjected to study. Most reading comprehension tests are given immediately following the reading of a selection and it is entirely possible that the comprehension does not result in retention. Sharpe (1952) found that comprehension tests given immediately after reading a selection and also at 1, 7, 14, 21, 28, and 56 day intervals showed a similar forgetting curve to classroom learned material; there was a gradual process of forgetting and not an abrupt falling away as might be expected. Sharpe's study seemed to indicate that reading comprehension tests are usually measures of the amount of material learned and do not represent a unique behavior syndrome.

The most pressing research need in measuring comprehension is for a clear understanding of the nature of reading comprehension. At this time, there is no conclusive evidence regarding the components of this skill. Is it a unitary skill or is it a composite of sub-skills? If it is a composite of sub-skills, can each of the sub-skills be measured independently? As research progresses, it is likely that reading comprehension will be found to be composed of a variety of skills; at the same time, it also probably will be discovered that the skills are dependent on a particular set of conditions. These conditions might well include the topic of a particular selection, the purpose for reading, the reading difficulty of the selection in comparison to the reading skill of the examinee, the measure of comprehension utilized, and the length and language structure of the selection.

It seems reasonable to suggest that reading comprehension as a global skill is non-existent and that measurement attempts should be narrowed down to specific conditions. For example, a reading comprehension test for a student reading at about the seventh-grade level could be developed from a 200-word science selection of fifth-grade readability level. The student could be asked to read to understand and to recall specific directions on how to conduct a scientific experiment. The reading comprehension test could consist of a set of multiple-choice questions in which the student is not allowed to look back at the material. By varying any of these conditions, the skill being measured would probably be altered.

Another research need is the development of criterion tests for measuring reading comprehension. What is the reading comprehension level needed for effective citizenship? What level of skill is needed to comprehend articles in daily newspapers? The goal of diagnostic teaching is to provide instruction based on individual needs and to determine progress toward specific goals. This implies that some goal has been defined. Usually standardized reading tests have been developed to compare one student's reading performance with that of another rather than with some specific goal. This constitutes one of the major shortcomings of all such tests.

With the exception of the cloze procedure, which was used in intelligence testing many years ago, there have been few new procedures for measuring reading comprehension in over forty years. If these "old" methods have been shown not to be valid, new ones should be tried. Perhaps, more importantly, the widespread notion that comprehension is a separate measurable sub-skill of reading should be thoroughly investigated.

Rate of comprehension

A review of the literature on the measurement of reading rate and reading comprehension reveals that most researchers are concerned with the degree of relation between these two variables. The general conclusion regarding this relationship which seems tenable, given the research available (Letson, 1958, Shores & Husbands, 1950) has been summarized by Rankin (1962, p. 4-5):

> In conclusion, it appears that the confounding of rate and comprehension in measurement is, at least in part, responsible for some of the earlier findings that "fast readers are good readers." Other studies of the relationship between rate and "power of comprehension", find only a slight relationship. When the material is more difficult, when more critical thought processes are involved, and when the reader's purpose is more exacting, the relationship between reading rate and comprehension is minimal.

Rather than a continued assault on the relationship between rate and comprehension, it seems worthwhile to pursue the measurement of rate of reading comprehension as a unique skill. Certainly, the independent measurement of rate and comprehension may have diagnostic value, but the measurement of the speed at which a reader comprehends a reading selection also has value. Several tests, Cooperative English Test: Reading Comprehension and the Gates-MacGinitie Reading Tests Survey, include measures which are combinations of reading rate and comprehension.

Rate of comprehension is a useful variable in measuring reading achievement. Teachers should be legitimately concerned with how fast a student can accomplish a particular reading comprehension task. What is the construct of this skill? Buswell (1951) investigated whether rate of silent reading (speed) varied directly with rate of thinking (comprehension); if it did, schools might provide special reading instruction for slow readers who are fast thinkers. Buswell did find a positive relationship between rate of thinking and rate of reading. However, hiw population--77 college seniors at the University of California--seriously limits generalizations from the study.

The concept of rate of comprehension is very closely related to that of reading flexibility. In measuring rate of comprehension, what the teacher needs to know is how fast a reader achieves his purpose, i.e., how quickly he understands the selection (McDonald, 1965; Sheldon & Carrillo, 1952). The teacher does not have to know that a reader can pass over words at 300, 800, or 1200 words per minute; what he needs to know is how long it takes the reader to comprehend the material for a given purpose. The purpose is, of course, very important. If a student is asked to determine the general content of a selection, he would be expected to read at a rate different from that he would use if asked to read to determine the specific causes leading up to a certain event.

Whenever a test utilizes specific purposes for reading, the examiner should be aware that his purpose is always modified by the reader's purpose.

A major problem in the measurement of rate of comprehension resides in the fact that such measures are bound to be confounded by artifacts resulting from the measurement procedures. Letson noted that when speed and comprehension are measured simultaneously, the resulting scores includes the time taken to read the selection, to read the question, and to look back and re-read the text--perhaps several times. Letson suggested that such a measure would be a speed of working, rather than a speed of reading score.

Another measurement problem is the effect of interrupting students during their reading when the examiner is attempt to determine rate of comprehension. The Nelson-Denny Reading Test, for example, asks students to note how far they have read after reading a selection for one minute; students than go on to complete reading the selection and answer the comprehension questions which follow. The Gates-MacGinitie Reading Tests: Survey measure rate by a modified cloze procedure. This interrupts the student's reading to the extent that he must consider the correct alternative to fill a blank in the reading text. There is some evidence that this interruption could affect any attempts to measure rate of reading comprehension.

What can be measured?

From a review of the previous studies, it is quite clear that the measurement of reading behavior is based on logical rather than empirical evidence. Research studies regarding the measurement of sub-skills of reading are very limited. Where there have been studies, there is more negative than positive evidence to support existing measures of the sub-skills of reading. In addition, for the common sub-test of reading behavior, there is great confusion concerning the most appropriate method of measurement. There are far more procedures utilized for measuring any single sub-skill of reading than there are hypothesized sub-skills of the total reading act. Many studies also conclude that the tests of reading skills fail to measure the more important aspects of the skill but focus instead on the superficial.

Researchers in this area have also voiced a fairly consistent plea that teachers employ more specific measures of reading ability. This means that teachers need to more carefully define their teaching objectives and then select or construct a test which matches those program objectives. This procedure would automatically increase the validity of the test.

Now that it has been established that many tests fail to measure validly what they purport to measure, that no one seems to know whether sub-skills of reading can be measured, and that there is a lack of measures for assessing more complex reading behaviors, it seems appropriate to focus on research on procedures for assessing students' reading abilities.

Methods for assessing reading achievement

While there is no question that standardized formal and informal reading tests supply information, there is little agreement among reading specialists as to the nature of this information and the value it has for the classroom teacher. Standardized tests obviously indicate how a student performs in relation to other students at one point in time, but they rarely account for why the student performs as he does. As mentioned earlier, many factors can influence student performance. These factors range from the student's experiential background to the interest appeal of selections included on any given test. They can both limit the accuracy of testing devices and their usefulness as valid indicators of student performance. Because tests merely describe reading behavior rather than explain it, it may well be the case that tests can supply only limited information as a basis for classroom instruction. However, it is assumed for the purposes of the present chapter that knowing how a student performs is information enough to allow the teacher to proceed with instruction. Thus, it is legitimate to raise the question of whether testing instruments actually provide a true estimate of student achievement. Research has dealt with this problem in one form or another many times. A good example of this is Glaser's (1964) study in which the performance of a group of third graders was compared with that of seventh graders on the Gates Reading Survey. While the two groups scored the same on the Gates survey (between 5.0 and 5.9), their performance on an informal reading inventory differed considerably. This was due to the fact that on the Gates, assessment of skills takes place by comparing an individual's performance with other students' performance; on the informal inventory, how well a student reads is determined by his performance on a set of criteria tasks. If anything, the Glaser study underlines the dangers inherent in depending on any one measure as an indicator of student performance. Therefore, if one seeks to get an accurate assessment of student achievement, it is advisable to use a wide variety of reading measures including informal inventories, standardized tests, teacher observations, and teacher assessment of performance in content areas. The validity of using a variety of measures has been well substantiated in the research literature. For instance, Croft (1951) used intelligence tests, medical histories, arithmetic and reading achievement tests, social adjustment and interest inventories, sociograms, and social background data to assess the achievement of a group of students. He found that this particular combination of measures provided a more useful and accurate basis for planning instructional programs than any one of the measures did when used singly.

Using standardized tests

There are a number of key problems in using standardized reading tests. First, there is no consistent definition of the sub-skills constituting reading on present standardized tests, thereby leading to confusion concerning their discriminant validity. This confusion has filtered down to the classroom where teachers have been left in a quandary about how to proceed with instruction. Although available diagnostic tests seem to be quite limited, teachers can still plan effective reading programs which meet the needs of their students. This has been the case and will continue to be the case as long as the practitioner is aware of the limitations of the various diagnostic tests and realizes that the test probably at best represent an obstacle course for the students. The best diagnosis takes place when the teacher brings "enough sophistication to the test sessions to evaluate pupils' reading abilities and weaknesses as they succeed or fail on the various test items" (Eller & Attea, 1966, p. 566).

Adequate criterion measures of reading achievement need to be delineated before diagnostic testing can be improved. Standardized tests usually compare a student's performance to some norm groups. What is needed are tests which compare a student's performance to some criterion of adequate reading. For example, at present, only vague notions exist about what "good" third-grade reading is. Until such criteria, or perhaps more importantly, some criteria for determining reading levels adequate for "effective" citizenship for adults can be devised, the value of diagnostic tests will continue to rely more on the sophistication of the reading teacher than the sophistication or the intrinsic value of the tests.

Finally, it appears that the attempts to use psychological tests such as the WISC, the Frostig, the Bender-Gestalt, and the Rorschach in diagnosing reading achievement have been largely futile. While correlations between poor reading and performance on these tests have been found, the reasons for them have never been determined. Unless researchers begin to validate these correlations against remedial programs or some other valid criterion, attempts to use psychological tests as diagnostic reading tests should be abandoned. Instead, efforts might best be channeled toward improving diagnostic testing through a more valid sampling of reading behavior rather than through an assessment of behaviors which are related to reading in some unknown manner. The test consumer can increase the validity of his diagnostic attempts in two ways. First, when selecting a standardized group or individual test, he can carefully match his teaching objectives to the test objectives. Secondly, he can develop informal procedures to assess students' reading behaviors in the classroom situation.

Informal measurement of reading

Informal approaches to assessing reading achievement include a wide range of methods such as measuring student use of the library, determining out-of-school reading habits, using teacher-made check lists of reading skills, and diagnostic evaluations made by both the student and his parents. There have been very few studies which have investigated the validity and usefulness of most of these approaches. Research on informal reading assessment has focused on either comparing informal reading inventories with standardized reading tests (Sipay, 1964; Patty, 1965; Williams, 1963), validating students' selfOevaluations (Purcell, 1963; Spaights, 1965), or comparing teacher judgments of students' reading with their performance on standardized reading tests (Kermonian, 1962; Henig, 1949; Hitchcock & Alfred, 1955).

Because informal approaches generally use a wider variety of procedures to assess reading performance over a number of different occasions, it is not surprising that they are more reliable and more valid measures than standardized reading tests. After all, the more behavior which is sampled, the more likely the assessment is to be accurate. However, a word of caution is needed on the use of informal approaches. Evaluations based on informal means are more reliable estimates of the student's true reading behavior than standardized reading tests precisely because they are not based on the comparison of any one student to any other student. If a teacher wishes to compare student performance with that of other students, informal inventories are inappropriate because they evaluate each student individually under different conditions. In this case, standardized tests should be used since they have consistent administrative procedures.

However, when they are used to plan instruction, informal measurement procedures have more validity than standardized reading tests. In using informal assessments of students' reading in daily classroom situations, the teacher can evaluate the students' ability to apply their reading skills to various learning tasks. In this way, not only can the teacher learn about the development of students' basic reading skills, but he can also learn about student attitudes toward reading tasks, their reading interests, and their ability to apply their reading skills.

Diagnosis through self-appraisal

In addition to the informal reading inventory, another procedure which has been proposed for diagnosing reading achievement is the use of the reader's self-evaluations. The major research concerns in this area have focused on the validity of self-evaluations--whether reader self-evaluations are useful in providing the teacher with added insight into a pupil's reading difficulties. While it has been well established that self-evaluations are a sound procedure in psychology, it has yet to be shown that it is sound practice in evaluating student reading abilities. There is also sparse research evidence supporting the validity of student self-evaluations in terms of assessing performance. Purcell (1963) polled college and adult students in reading improvement classes to determine the relative importance the students assigned to the factors which could have been causing them to read slowly. The factors were taken from a reading workbook and were explained by the instructor. Purcell's procedure appeared to limit the number of factors available for evaluation despite the fact that students were allowed to include additional factors. The factor which was rated as most important and was checked by 645 of the 827 students was back tracking; following in order of importance were daydreaming, word-by-word reading, vocalizing, and monotonous plodding.

The validity of these as separate skills of reading is certainly open to serious question. It would be quite surprising if students would be able to identify these skills in other students; it is also probable that teachers would, likewise, be unable to do so. Certainly, the value of Purcell's study would have been considerably enhanced if these student ratings had been related either to test performance or teacher ratings. Spaights (1965) actually did this in his study comparing the self-estimates of eighty junior high students with their performance on the California Achievement Tests. Comparisons were made for each track of the school's four track system: able class learner (mean I.Q. 116), regular class learners (mean I.Q. 95), modified class learners (mean I.Q. 83), and slow learners (mean I.Q. 64). Students' self-ratings in slow learner classes correlated at the highest level with California Achievement Test reading grades, .79; the regular class learners, .70; the modified class, .55; and the able class students' self-ratings correlated lowest at .36. Several elements weakened Spaights' study; foremost was Spaight's assumption that the California test was reliable for all four groups. Perhaps many of the more able learners scored at the upper end of the test scale and, therefore, many of them were not being accurately measured by the test because the test was not difficult enough for them. The use of teacher ratings would have added useful insights into this problem. Another factor detracting from the study was the questionable practice of employing student ratings based on grade score ratings. Spaights did not describe the rating sheet, but if product moment correlations were used, it is probable that the students were asked to rate themselves 7.1, 7.2 and so forth on the reading scale. It is highly unlikely that students know the difference between a seventh- or sixth-grade reading level much less the difference between 7.1 and 7.2.

A study which examined the usefulness of self-ratings as compared to formal evaluations was undertaken by Darby (1966). In this investigation, self-referred students and formally referred students were found not to differ in amount of reading growth during a reading improvement program nor were they found to differ in the length of time they remained in the program. However, at the conclusion of the program the self-referred students did score higher on the Brown-Holtzman Survey of Study Habits and Attitudes.

A note to the practitioner

The major conclusion, from a review of the research literature on methods for measuring reading, must, of course, be that much research is needed before definitive suggestions for classroom practice can be made. However, such a conclusion is scarcely helpful to the practitioner who is faced with immediate problems of how to assess an individual student's achievement. If anything, though, the research should have said to him that no one method can solve his problems. Knowledge about the diagnosis of reading achievement is not so scant that the teacher need be paralyzed. Given a variety of procedures, teachers can make a reasonably accurate assessment of students' skills, capabilities, and needs. Both standardized and informal tests can help in grouping students for instruction, determining reading levels, and diagnosing reading achievement.

The most efficient procedure for determining instructional groupings or for comparing students in general reading development is to use a group standardized reading test. The selection of the appropriate test should be done by comparing instructional objectives to the test objectives and by selecting a test which has the broadest coverage. In using the test results for comparing students, the teacher should not depend upon grade norms, instead he should rely on standard scores. In addition, no attempt should be made to use sub-test scores for diagnostic purposes. Care should also be taken to make sure that the test is not too easy or too difficult for more able or less able students. A standardized test is valid for comparing students only when the standardized administration procedures are carefully followed for all the students sho are to be compared. After the teacher has obtained some idea from the standardized tests about who the good, the average, and the poor readers are, the next step is to determine their functional reading levels. This can be done by using standardized reading tests in a procedure outlined by Farr and Anastasiow (1969). This procedure is based on determining the relationship between a particular standardized reading test and and informal reading inventory.

An informal reading inventory, developed by the classroom teacher and based on the classroom instructional materials, provides a very useful measure of each student's ability to read at increasingly difficult levels. Most often overlooked in the use of informal reading inventories is their use as a daily, continuous part of reading instruction. By constantly being alert to each student's reading performance and applying the criteria for assessing informal reading inventory performance, the teacher can adjust the instructional materials to insure continued student success. After determining appropriate reading levels for students, the teacher's next concern relates to the diagnosis of reading skills development.

The validity of the teacher's diagnosis of students' reading skills can be increased if he selects or develops measurement devices which assess those skills which he has concluded are most important for the students' reading skill development. This would mean the teacher would accumulate a collection of procedures and tests for the continuous diagnosis of students' reading achievement. This collection would probably include certain sub-tests of group and individual standardized reading tests, teacher-developed checklists or tests, and classroom observations of students' behaviors. In using such instruments, it is essential that the teacher realize that the instruments are being used as criteria tests and are not for the purposes of comparing one student to another. Their value lies in the information they can provide about students' development in particular skill areas. Teacher evaluations appear to be quite valid and reliable measures of students' general reading development. In this regard, they are most comparable to standardized group reading tests and, as with the group tests, there is considerable question concerning the validity and reliability of classroom teachers diagnosis of specific subskills of reading.

Assessing growth

Student growth in reading skills is the single most important goal of the reading program. Probably the most valuable contribution which measuring devices can make to reading instruction is that of providing a reliable and valid assessment of this growth. The need for such assessment cannot be overemphasized; most of the elements within the reading program--the teaching procedures, the grouping practices, the curriculum structure, and even teacher capabilities--are evaluated on the basis of student growth. While it is not proposed that student growth be the sole basis for evaluating the reading program, nonetheless it is the single most important variable to consider in assessing reading programs.

Research in assessing growth has been sparse, and this in itself has been a major obstacle to improving evaluation procedures. Too often statements and suggestions are made about the value of a particular procedure when there is no research evidence to substantiate it. But the scarcity of studies in assessing growth does not prevent an intelligent discussion of current evaluation procedures and there are a number of studies which stress the need for improving present practices.

Difficulties in assessing growth

Scores on both informal and standardized tests have, for the most part, served as the basis for assessing growth in reading. The ways in which these scores have been used as the criterion for evaluating growth was best described by McDonald (1964). McDonald delineated three major methods for evaluating growth, all of which are comparative. The first method involves comparing scores on alternate forms of a test and using the difference in performance on the pre-and post-tests as the criteria for assessing change. A second method entails taking the average yearly gains made by a particular group and comparing them with those made by a nationwide norm. The criterion for growth in this instance is not how the student achieves individually in relation to his own past performance, but how he does, on an average, in regard to some national norm. The third method described by McDonald involves comparing test, re-test scores of a remedial group with that of a control group other than the national norm group. While the three methods for using test scores as the basis for assessing growth described by McDonald are the most commonly used ones, it does not mean that they are necessarily the most efficient or accurate means of evaluating progress. Indeed, McDonald was well aware of their limitations.

The central problem in measuring growth in reading is the validity and reliability of methods for assessing student progress. Are tests the best instruments for evaluating growth? If they are, are alternate forms (pre- and post-tests) useful? Are the alternate forms comparable, i.e., do they measure the same or different skills? Are the nationwide norms established by test publishers comparable to the group being tested so that the results, based on evaluating students' performance against that of the norm, will be meaningful?

Considerations in estimating growth

The research in measuring reading growth has not been substantial, but even the knowledge afforded by research is not having an effect on the evaluation of reading growth. There are still many problems to be solved before the valid and reliable measurement of reading growth will be possible. In the meantime, the reading practitioner is faced with the necessity of determining the effectiveness of his reading program. The five steps alisted below, derived from the studies cited in this chapter, should serve as a guide in evaluating growth. While these steps do not solve all of the problems of measuring change, they will increase the reliability and validity of present assessment practices.

1) The practitioner should carefully define the reading skill or skills being taught and select a measuring instrument or several instruments that are operational definitions of these skills.

2) If test norms are used for comparisons, the test user should be sure that the norm group matches the group being tested in all important factors related to growth in reading. Developing local norms is, for most purposes, the best procedure.

3) Measurement procedures should be used under conditions as closely approximating those of the teaching situation as possible. If instruction has been designed to produce a generalization of the skills, testing should be done under those conditions to which this skill will generalize.

4) If students have been selected for a reading program on the basis of their performance on the lower extremes of test score distribution, some procedure such as the residual gain score should be applied to remove regression effects.

5) Evaluation of change scores should be interpreted cautiously. The irregular growth curves of individuals indicate that reading improvement is uneven and that measurement in reading always involves some error.

There are two areas that should be more closely examined by research. First, there is some contradiction concerning whether to use alternate forms or to reuse the same test. Secondly, the problems of combining teacher evaluations with test evaluations should be thoroughly explored. If teacher and test evaluations could be combined, it would most likely lead to more reliable measurement.

Summary: test usage and research needs

This chapter has focused on the contribution which various procedures for measurement can make to the teaching of reading. Much of the research concerning the measurement of reading casts considerable doubt on the validity and reliability of all testing instruments in general and group standardized tests in particular. This is not to say that measuring devices have no value in reading instruction. On the contrary, tests can make a valuable contribution to classroom practice if they are used with caution and if the test user is well aware of their limitations: the test consumer should know why he wants to use tests and for what he is testing. In addition, the objectives of the tests used and the objectives of the instructional program should be closely related. Because testing instruments have limited reliability and validity, a variety of devices should be used.

This chapter does not provide detailed procedures for using tests in the school program; it does provide guidelines. Some major uses of testing in the reading program center around the following four points: 1) determining students' instructional reading levels, 2) diagnosing reading skills, 3) estimating reading growth, and 4) evaluating the instructional program. The latter point was not treated extensively in this chapter. These test uses are discussed individually in the following paragraphs in terms of the kinds of devices which can be most effectively used in each of the areas.

> Determining instructional levels. Informal reading inventories based on classroom instructional reading materials provide the most valid estimate for determining functional reading levels, both in general reading and in reading in the content areas. Standardized group tests are not accurate in determining students' instructional reading levels as they tend to overestimate them by significant amounts (although this is dependent on the particular test used.) Standardized reading tests are valid for ranking students, but they should not be used for determining instructional levels. Diagnosing reading skills. Reading diagnosis should be an integral, continuous part of reading instruction. In diagnosis, it is particularly important to select a test which defines reading in the same manner as the reading program does. Sub-tests of standardized reading tests should be used cautiously for diagnostic purposes. Informal means of assessment such as teachers' observations and skills check lists when combined with standardized tests tend to be more valid for diagnosis. Physiological and psychological tests have limited value in assessing reading skills and determining instructional programs.
>
> Estimating growth. Growth in reading ability should be measured as it relates to specific goals of the reading program.

In fact, it is impossible to evaluate growth unless these goals are specified. In addition, the tests used should measure skills in the same manner in which they were taught in the instructional program. Many times it is more efficient not to test all students if the estimate of growth desired is for the entire class. Instead, students can be selected at random for testing or test items can be assigned at random to students. For many reasons delineated in Chapter 4, it is not good practice to evaluate growth on the basis of standardized test norms. If standardized test scores are used as the basis for measuring growth in a remedial program and if any of the pre-test scores are extremely low, a correction for regression should be used. Also, any assessment of change should take into account the error of measurement of the instruments used.

Evaluating the instructional program. Program evaluation should be continuous and should provide feedback for improving the instructional program. Informal observations are most useful in evaluating the program; however, the behaviors that are to be observed should be clearly specified.

If the guidelines presented above seem sparse, it is because the state of knowledge in the field of testing and evaluation in reading is so limited. In fact, present measurement practices and instruments often are not as helpful as they could be in teaching reading. This is not the fault of either test consumers or test producers. Test users have been naive about the value of tests in the classroom. This has led to gross misuse of tests and situations where important stated objectives of reading programs have been consistently unevaluated. Compounding the problem is the fact that tests have been produced which do not meet the needs of the instructional program. More often than not tests fail to provide teachers with information about students' instructional reading levels, basic reading skills development, and attitudes toward reading. Most reputable test publishers do not claim that tests can supply such knowledge, but they do imply that they do provide diagnostic information by including reading sub-test profiles and grade level norms.

Standardized reading tests are the instruments teachers most often rely on to determine students' instructional needs. However, these tests are not very helpful to the teaching of reading for several basic reasons. First of all, the sub-tests of these tests are of questionable validity for determining students' specific reading strengths and weaknesses. The research examining the sub-tests of present standardized reading tests for diagnosing individuals has been almost wholly neglected. This validity problem is certainly the result of the focus of reading tests, reading teachers, and reading research on the product of reading rather than on the reading process. Most tests are designed to reveal what a student can do and now how he does it. Only recently have reading researchers begun to focus on the reading process.

One of the major shortcomings in the classroom measurement and evaluation of reading ability stems from incomplete knowledge as to the nature of the reading process and the factors that influence it. Tests are often developed, interpreted and administered, as if reading ability was a skill which had no relation to the individual's experiential background, environmental factors both within school and society, the classroom setting, instructional materials, etc. If the subject content of the reading material, the purpose for reading, the reading conditions, the difficulty of the reading material, or any factors related to the reading situation were altered, reading performance would certainly be changed.

Much research remains to be done before tests can begin to make their full contribution to reading instruction. The major obstacle in testing and measurement today is the lack of a clear understanding of what the reading process entails. Until a theoretical construct of reading is developed and substantiated, the value of testing devices will remain extremely limited. However, once reading is defined, the avenues for test development will broaden; it will be possible to develop criterion tests geared to assess how well an individual reads on the basis of what reading is rather than on the basis of how others perform.

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APPENDIX A

Post-Seminar Questionnaire

POST-SEMINAR QUESTIONNAIRE

Seminar Participant:

Please respond to the questions below and mail them within one week to the Evaluation Center. A stamped envelope is provided for your convenience.

1. As a result of your participation in the seminar, what if anything do you anticipate doing differently in your efforts to evaluate reading programs?

2. What approaches other than a seminar would you suggest as possible methods for covering the material presented in the seminar?

3. What benefits were achieved by using the seminar approach that could not have been achieved by any other approach?

4. What would you suggest as possible ways in which the seminar could have been improved?

5. How would you rate the quality of the instruction provided in the seminar?

6. How would you rate the organization of the seminar?

7. From your contact with and observations of other participants, do you think they felt free to engage in the following activities during the seminar (if your answer is no please explain):

   a. Ask questions

   b. Join in discussions

   c. Argue positions

d. Criticize positions

e. Offer solutions and/or opinions

APPENDIX B

Questionnaire Assessing Participation in At Home Study

AT HOME STUDY

Participant:

I. Please respond to the questions below.

1. What approaches other than the at home study would you suggest as possible methods for covering the material you have studied?

2. What benefits were achieved by using the at home study approach that could not have been achieved by any other approach?

3. What would you suggest as possible ways in which the at home study could have been improved?

4. As a teaching device, how effective was the simulation exercise in teaching the CIPP concept? How would you compare this teaching technique to other possible approaches, e.g. textbook, programmed text, etc.

5. What suggestions would you make to improve the organization of the simulation package?

II. Read each statement and circle the number that represents your reaction to the statements.

Reactions: 1 = strongly agree
2 = agree
3 = undecided
4 = disagree
5 = strongly disagree

1. As a result of my participating in the at home study of evaluation training materials, I have more knowledge of evaluation 1 2 3 4 5

2. The topics covered in the Evaluation Training materials were well suited to my needs. 1 2 3 4 5

3. The simulation exercise provided adequate means for practical application of the concepts and techniques presented. 1 2 3 4 5

4. Skills and knowledges acquired in the at home study will enable me to conduct a better evaluation of my reading program. 1 2 3 4 5

5. In general, training materials provided me with a new insight for evaluation. 1 2 3 4 5

6. Evaluation is an important management tool in conducting a reading program. 1 2 3 4 5

7. Key personnel involved in conducting reading programs should receive evaluation training. 1 2 3 4 5

APPENDIX C

Evaluation Seminar Rating Sheet

Evaluation Seminar Rating Sheet

Measurement & Evaluation Center in Reading Education
Indiana University
Bloomington, Indiana

Directions: Read each statement and circle the number that represents your reaction to the statements.

Reactions: 1= strongly agree
2= agree
3= undecided
4= disagree
5= strongly disagree

1. As a result of attending the evaluation training seminar, I have more knowledge of evaluation. 1 2 3 4 5

2. The evaluation training seminar was generally well run and managed. 1 2 3 4 5

3. The topics covered in the seminar were well chosen and suited to my needs. 1 2 3 4 5

4. The seminar provided adequate means for practical application of the concepts and techniques presented. 1 2 3 4 5

5. Seminar staff members were competent in the field of educational evaluation and related areas. 1 2 3 4 5

6. Seminar staff members were competent as teachers. 1 2 3 4 5

7. Skills and knowledges acquired at the training seminar will enable me to conduct a better evaluation of my reading program. 1 2 3 4 5

8. In general, the seminar provided me with a new insight for evaluation. 1 2 3 4 5

9. Evaluation is an important management tool in conducting a reading program. 1 2 3 4 5

10. Key personnel involved in conducting reading programs should receive evaluation training. 1 2 3 4 5

APPENDIX D

Semantic Differential

SEMINAR FOR EVALUATORS

An Assessment of Selected Evaluation Concepts

Instructions:

Carefully consider the concepts on the following pages and rate them on the basis of the scales listed below each concept. The scales are designed to measure the meanings of the concepts to you as a result of the experiences you have had in the seminar. In rating the concepts, identify your position. Your position may or may not agree with seminar presentations. There are no "correct" or "incorrect" answers in the usual sense.

Note that there are several steps on each scale. A mark at one end of the scale means "extremely". If, for instance, you checked the first scale as follows, it would mean that you felt the subject or concept listed above the scales to be "extremely" good.

good:__X__:______:______:______:______:______:______:bad

An"x" in the position second from the end on any scale means quite. A check in the position third from either end means slightly. A check in the middle position of any scale means that you are neutral, undecided, or that you feel the scale does not apply to the concept in this case. Only one position should be checked on each of the scales, but please check all scales once for each concept.

Each page lists two different concepts to be evaluated. In deciding on your rating, keep the concept in mind.

When you have finished the evaluation, please check to make sure you checked each scale for each concept. The Evaluation Center staff appreciates your participation in this exercise.

EVALUATION PROFILING FLOW CHART

good______:______:______:______:______:______:______bad

unpleasant______:______:______:______:______:______:______pleasant

difficult______:______:______:______:______:______:______easy

complete______:______:______:______:______:______:______incomplete

simple______:______:______:______:______:______:______complex

active______:______:______:______:______:______:______passive

clear______:______:______:______:______:______:______unclear

appropriate______:______:______:______:______:______:______inappropriate

chaotic______:______:______:______:______:______:______ordered

unimportant______:______:______:______:______:______:______important

CIPP MODEL

good______:______:______:______:______:______:______bad

unpleasant______:______:______:______:______:______:______pleasant

difficult______:______:______:______:______:______:______easy

complete______:______:______:______:______:______:______incomplete

simple______:______:______:______:______:______:______complex

active______:______:______:______:______:______:______passive

clear______:______:______:______:______:______:______unclear

appropriate______:______:______:______:______:______:______inappropriate

chaotic______:______:______:______:______:______:______ordered

unimportant______:______:______:______:______:______:______important

STANDARDIZED READING TESTS

good ______:______:______:______:______:______:______bad

unpleasant ______:______:______:______:______:______:______pleasant

difficult ______:______:______:______:______:______:______easy

complete ______:______:______:______:______:______:______incomplete

simple ______:______:______:______:______:______:______complex

active ______:______:______:______:______:______:______passive

clear ______:______:______:______:______:______:______unclear

appropriate ______:______:______:______:______:______:______inappropriate

chaotic ______:______:______:______:______:______:______ordered

unimportant ______:______:______:______:______:______:______important

RESEARCH RESOURCES ON READING

good ______:______:______:______:______:______:______bad

unpleasant ______:______:______:______:______:______:______pleasant

difficult ______:______:______:______:______:______:______easy

complete ______:______:______:______:______:______:______incomplete

simple ______:______:______:______:______:______:______complex

active ______:______:______:______:______:______:______passive

clear ______:______:______:______:______:______:______unclear

appropriate ______:______:______:______:______:______:______inappropriate

chaotic ______:______:______:______:______:______:______ordered

unimportant ______:______:______:______:______:______:______important

SIMULATION EXERCISES

good ______:______:______:______:______:______:______bad

unpleasant ______:______:______:______:______:______:______pleasant

difficult ______:______:______:______:______:______:______easy

complete ______:______:______:______:______:______:______incomplete

simple ______:______:______:______:______:______:______complex

active ______:______:______:______:______:______:______passive

clear ______:______:______:______:______:______:______unclear

appropriate ______:______:______:______:______:______:______inappropriate

chaotic ______:______:______:______:______:______:______ordered

unimportant ______:______:______:______:______:______:______important

BEHAVIORAL OBJECTIVES

good ______:______:______:______:______:______:______bad

inpleasant ______:______:______:______:______:______:______pleasant

difficult ______:______:______:______:______:______:______easy

complete ______:______:______:______:______:______:______incomplete

simple ______:______:______:______:______:______:______complex

active ______:______:______:______:______:______:______passive

clear ______:______:______:______:______:______:______unclear

appropriate ______:______:______:______:______:______:______inappropriate

chaotic ______:______:______:______:______:______:______ordered

unimportant ______:______:______:______:______:______:______important

EVALUATION OF READING PROGRAMS

good ______:______:______:______:______:______:______bad

unpleasant ______:______:______:______:______:______:______pleasant

difficult ______:______:______:______:______:______:______easy

complete ______:______:______:______:______:______:______incomplete

simple ______:______:______:______:______:______:______complex

active ______:______:______:______:______:______:______passive

clear ______:______:______:______:______:______:______unclear

appropriate ______:______:______:______:______:______:______inappropriate

chaotic ______:______:______:______:______:______:______ordered

inimportant ______:______:______:______:______:______:______important

EVALUATION MANAGEMENT

good ______:______:______:______:______:______:______bad

unpleasant ______:______:______:______:______:______:______pleasant

difficult ______:______:______:______:______:______:______easy

complete ______:______:______:______:______:______:______incomplete

simple ______:______:______:______:______:______:______complex

active ______:______:______:______:______:______:______passive

clear ______:______:______:______:______:______:______unclear

appropriate ______:______:______:______:______:______:______inappropriate

chaotic ______:______:______:______:______:______:______ordered

unimportant ______:______:______:______:______:______:______important

RESEARCH DESIGNS

good ______:______:______:______:______:______:______ bad

unpleasant ______:______:______:______:______:______:______ pleasant

difficult ______:______:______:______:______:______:______ easy

complete ______:______:______:______:______:______:______ incomplete

simple ______:______:______:______:______:______:______ complex

active ______:______:______:______:______:______:______ passive

clear ______:______:______:______:______:______:______ unclear

appropriate ______:______:______:______:______:______:______ inappropriate

chaotic ______:______:______:______:______:______:______ ordered

unimportant ______:______:______:______:______:______:______ important

TAXONOMY OF EVALUATION TECHNIQUES FOR READING PROGRAMS

good ______:______:______:______:______:______:______ bad

unpleasant ______:______:______:______:______:______:______ pleasant

difficult ______:______:______:______:______:______:______ easy

complete ______:______:______:______:______:______:______ incomplete

simple ______:______:______:______:______:______:______ complex

active ______:______:______:______:______:______:______ passive

clear ______:______:______:______:______:______:______ unclear

appropriate______:______:______:______:______:______:______ inappropriate

chaotic ______:______:______:______:______:______:______ ordered

unimportant ______:______:______:______:______:______:______ important

APPENDIX E

Evaluation Questionnaire to Panel of Experts

A. IDENTIFICATION OF NEEDS

City name ______________________

1. Was the identification of needs based upon variables of community, school, home and child?

Original Report				
	All four variables were considered	More than one but not all four of these variables were considered	Only one of these variables was considered	None of these variables was considered
Response Sheet				

2. Were parents, the school, and the community involved in the process of needs identification?

Original Report				
	All three groups were involved	Two of the groups were involved	One of the groups was involved	No needs assessment process was identified
Response Sheet				

3. Were factors of funds, staff, facilities, and time considered in assessing needs?

Original Report				
	All four factors were considered	Two or three of the factors were considered	One of the factors was considered	There is no evidence that any of the factors was considered
Response Sheet				

A. IDENTIFICATION OF NEEDS (cont.)

4. Was the literature reviewed as an aspect of the process of needs identification?

Original Report				
	Review included all relevant literature	Review included most relevant literature	Review was limited and failed to include several relevant items	No review of literature was indicated
Response Sheet				

B. OBJECTIVES

1. Is there evidence that program objectives were selected from needs on the basis of specific criteria?

Original Report				
	List of specific criteria for selection	List of general criteria	Criteria mentioned but not listed	No criteria mentioned
Response Sheet				

B. OBJECTIVES (cont.)

2. Is there evidence that objectives selected are consistent with needs identified?

Original Report				
	All objectives are based on identified needs	Most objectives are based on identified needs	Very few are based on identified needs	None are based on identified needs
Response Sheet				

3. Are program objectives stated in behavioral terms, that is, content, procedure, and measurement criteria?

Original Report				
	All three included	Content and procedure included	Either content or procedure included	Terms unrelated to these aspects
Response Sheet				

4. Do project plans show flexibility in meeting program objectives?

Original Report				
	Specific alternative procedures are listed	Opportunity for alternatives mentioned but not specified	Nothing mentioned about alternatives	Project design prohibits pursuit of alternatives
Response Sheet				

C. MONITORING PROGRAM OPERATION

1. Are data collection instruments specified?

Original Report				
	Specific list of instruments given	General types of instruments given	Implied in behavioral objectives but not mentioned	Neither implied in objectives nor mentioned
Response Sheet				

2. Do data collection procedures provide for continuous evaluation?

Original Report				
	Specific procedures for continuous data collection provided	Continuous data collection implied but specific techniques not identified	Periodic data collection provided	No procedures for data collection identified
Response Sheet				

3. Are plans included to deal with unexpected developments in the program? (Includes program modification.)

Original Report				
	[illegible] system is set up to deal with contingencies	Need to deal with contingencies is mentioned, but no system provided	Nothing mentioned about contingencies	Program design precludes considering contingencies
Response Sheet				

D. FINAL RESULTS

1. Is there a design for evaluating final results?

Original Report				
	Provides specific terminal measures for each objective	Statement that each objective will be evaluated but no specific measures provided	Tests and measures provided but are not related to specific objectives	No procedures provided for final results
Response Sheet				

2. Was there evidence that final results would be used to re-build objectives?

Original Report				
	Specific redesigned objectives were provided	General recommendations were provided, but no specific objectives suggested	Rebuilding objectives implied but not stated	No consideration of rebuilding objectives mentioned or implied
Response Sheet				

3. Are final results reported so as to help consumers (community, teacher, administrators) make decisions about the program?

Original Report				
	Report provides specific bases for all levels of decision-making	Report provides bases for two levels of decision-making	Report provides basis for only one level of decision-making	Report provides no basis for decision-making
Response Sheet				

F. GENERAL RATING

1. On the basis of the scale below, rate the overall degree of substantive improvement that in your judgment was indicated in the "at home" response sheets. Check the appropriate degree of change.

_______High substantive change

_______Some substantive change

________No substantive change

________Responses provide no basis for judgment

2. Provide a short statement concerning what evidence, if any, you find that the evaluator who participated in the "at home study" developed an understanding of the elements of the CIPP model, i.e. context, input, process, and product.

APPENDIX F

Program Outline

Program Outline
Seminar for Evaluators
Measurement and Evaluation Center in Reading Education
Indiana University

Tuesday, November 4, 1969	Smith Residence
8:00-11:00 p.m.	Get acquainted social
Wednesday, November 5, 1969	Memorial Union, Room M-15
9:00-10:15 a.m.	Orientation: What is evaluation
10:15-10:30 a.m.	Coffee
10:30-11:45 a.m.	Small Group Discussions Needs of evaluators
11:45-1:15 p.m. (Tudor Room)	Lunch
1:15-2:45 p.m.	An evaluation model CIPP
2:45-3:00 p.m.	Coffee
3:00-4:30 p.m.	Introduction to Simulation and Introduction to Taxonomy
4:30-7:00 p.m.	Dinner
7:00-8:30 p.m.	Simulation Section I
8:30-9:00 p.m.	Discussion
Thursday, November 6, 1969	Memorial Union, Room M-15
9:00-10:30 a.m.	Simulation Exercise #2
10:30-10:45 a.m.	Coffee
10:45-11:45 a.m.	Example of C.I.P.P. Evaluation
11:45-1:15 p.m.	Lunch
1:15-3:00 p.m.	Simulation Exercise #3
3:00-3:15 p.m.	Coffee
3:15-4:00 p.m.	Simulation Exercise #4
4:00-4:30 p.m.	Introduction to Logic of Evaluation
4:30-7:00 p.m.	Dinner (Speaker)
7:00-8:30 p.m.	Simulation Exercise #5 Evaluation Design
8:30-9:00 p.m.	Discussion
Friday, November 7, 1969	Memorial Union, Room M-15
9:00-10:15 a.m.	Small Group Work Sessions
10:15-10:30 a.m.	Coffee
10:30-11:30 a.m.	Appraisal of Seminar Activities
11:30-12:00	Concluding remarks and Administrative Details
12:00 Noon	Dismissal

Program Outline
Seminar for Evaluators
Measurement and Evaluation Center in Reading Education
Indiana University

Tuesday, November 11, 1969	Fay residence
8:00-11:00 p.m.	Get acquainted social
Wednesday, November 12, 1969	Poplars Motel Raintree Room
9:00-10:15 a.m.	Orientation: What is evaluation
10:15-10:30 a.m.	Coffee
10:30-11:45 a.m.	Small Group Discussions Needs of evaluators
11:45-1:15 p.m. (Tudor Room)	Lunch
1:15-2:45 p.m.	An evaluation model CIPP
2:45-3:00 p.m.	Coffee
3:00-4:30 p.m.	Introduction to Simulation and Introduction to Taxonomy
4:30-7:00 p.m.	Dinner
7:00-8:30 p.m.	Simulation Section I
8:30-9:00 p.m.	Discussion
Thursday, November 13, 1969	Poplars Motel Raintree Room
9:00-10:30 a.m.	Simulation Exercise #2
10:30-10:45 a.m.	Coffee
10:45-11:45 a.m.	Example of C.I.P.P. Evaluation
11:45-1:15 p.m.	Lunch
1:15-3:00 p.m.	Simulation Exercise #3
3:00-3:15 p.m.	Coffee
3:15-4:00 p.m.	Simulation Exercise #4
4:00-4:30 p.m.	Introduction to Logic of Evaluation
4:30-7:00 p.m.	Dinner (Speaker)
7:00-8:30 p.m.	Simulation Exercise #5 Evaluation Design
8:30-9:00 p.m.	Discussion
Friday, November 14, 1969	Poplars Motel Raintree Room
9:00-10:15 a.m.	Small Group Work Sessions
10:15-10:30 a.m.	Coffee
10:30-11:30 a.m.	Appraisal of Seminar Activities
11:30-12:00	Concluding remarks and Administrative Details
12:00 Noon	Dismissal

Appendix G

Evaluation Training Package

EVALUATION TRAINING PACKAGE

by

Carl B. Smith

Roger Farr

Indiana University, Bloomington, Indiana

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These materials were developed under a grant from the Bureau of Research, U. S. O. E., No. OEG 9-090473-4231-010.

November, 1969

WHAT IS EVALUATION?
(Transcription)

Carl B. Smith

Introduction

As you may recall from some of our correspondence, the U. S. Office of Education funded our request to do a study of evaluation in reading, and to prepare some materials that will be of assistance to evaluators of reading programs with a special emphasis on Title I Evaluation. The reason that they felt it was beneficial to have Title I and Title III Evaluators of Reading is that about 70% of the Title I projects have reading as a major component. Presumably if we create training materials of some kind for evaluators of reading programs we're going to provide help for a major portion of these evaluators who are working on the field. It has come to light through several surveys that the whole area of evaluation is an extremely weak one in the Title I reports. There are many reasons for this as you, of course, know quite well.

Evaluation is a comparatively new discipline as we're now defining evaluation. People are not generally trained in this kind of work. Even if they're researchers, they are not necessarily geared to what we are now calling evaluation. The U. S. Office of Education, the state government, and even the local school systems are getting evaluation reports which don't do them much good. Therefore, there's a lot of concern nationally and a lot of emphasis on trying to bring evaluation into focus and provide guidelines and training materials for evaluators. We were funded to help alleviate that need. The project that we have can be broken down into these six steps.

First of all, we surveyed the population. On a proportioned sample technique we contacted 1250 evaluators from Title I and Title III Programs, and asked them to fill out a questionnaire. We received about 500 responses. The survey will be used several ways: first, to create a profile of evaluators; second, to contact groups of people who can discuss the needs of evaluators; and third, to present some preliminary materials and guidelines for evaluators. We want to know, after we've gone through these materials, whether or not they are of benefit to you.

The final manuscript which will be prepared as part of this study will include a state of the art of evaluation focussed on reading and also give practical guidelines for evaluators to use in evaluating -- both in terms of setting up an evaluation design and in actually managing the evaluation throughout the term of the project.

We will provide you with continuing information about the program as it develops.

The first part of the materials that we are developing is a Simulation Training Package. The second part of the materials will be a state of the art, a discussion of the theory, research, and activity related to evaluation of reading programs. We have collected over 650 Title I and Title III project proposals with their evaluation designs in them. We have abstracted those as an indication of what's going on in the field. We also have abstracted evaluation articles from journals -- both theoretical concerns and specific applications to reading. There will also be an appendix or supplement with units on such things as measurement concepts, data collection and management techniques, and a glossary of terms related to measurement and evaluation as part of this total package.

What Is Evaluation

As we see it, evaluation is a changing concept, different from what it was twenty or thirty years ago. The term evaluation certainly means many things to many people. Some people consider evaluation as a list of criteria for evaluating a subject area. A list of statements or questions concerned with teacher performance, the content area, the materials, the time spent on the content, the environment in which it takes place and then measurement of that content would be constructed. That is one view of evaluation. But a list of questions does not focus on a specific project. It's designed to be a general list of criteria.

Another view of evaluation is that it's a score on a test. When we go back through the development of standardized tests to the early 1900's, a score on a standardized test became everyman's criterion for evaluating everything in the curriculum.

On the other extreme, some kind of "gut" reaction to whether I think the program is going well or not, or whether I like it or don't, might be considered evaluation. Too often school administrators have rejected "evaluation" because they feel it is often a "gut" reaction to the program.

Definition

The way we're looking at evaluation here is that it is a continuous activity concerned with answering decision-making questions. At the beginning of the project a likely question is: "What should our Title I project focus on?" That's a decision-making question. At the end of the project you ask a question: "Is this reading program worth continuing next year?" That's a decision-making question. And of course there are other decision-making questions along the way.

If it's continuous, what does that mean? A number of people have tried to describe evaluation and have used different models and terminology for describing evaluation. Scriven speaks of formative evaluation and summative evaluation-- formative, meaning evaluating as the program is being built and developed; summative, meaning evaluating at the end when everything is finished. How does it all add up?

Another way of describing the continuous concept is found in the terminology of Robert Stake. He talks about antecedents (what exists prior to the project?), intentions (goals), transactions and outcomes -- indicating that things are happening all the way along the line that the evaluator is concerned with.

Another way of looking at continuous evaluation is the model created by Guba and Stufflebeam, and that's the model that we are using as an example in the Simulation Training Package. That model goes by the acronym, CIPP, meaning Context, Input, Process and Product evaluation. It indicates that there is a continuing concern for evaluating a project from the initial stages of determining needs to examining the final product.

A continuous evaluation includes preparing a climate for evaluation. Our view of the evaluator is not one that makes him some kind of data collection technician. Part of his responsibility is to create a climate that will enable continous evaluation to happen. It means that he has to establish managerial plans to carry on evaluation throughout the course of the project. It means that personnel have to be trained. Evaluators, most of whom have other responsibilities outside of evaluation, can't possibly carry on all of the evaluation activity personally, so they must train other people to help. Decision-making personnel need an orientation about evaluation being concerned with decision-making. Train the decision-making personnel to be sensitive to decision-making stimuli.

The notion that data has to be collected in order to feed back into the program and constantly modify the operations is again part of the notion of continuing evaluation. Decisions have to be made in order to modify the program.

A decision-making emphasis in evaluation can be viewed in this light. There are many levels of decision-making in developing a curriculum, and therefore, an evaluator has to concern himself with these different levels or these different roles of decision-making. The U. S. Office of Education, for example, wants to know whether it's Title I money is paying off or not. It wants to know whether the disadvantaged kids that are receiving services are improving in reading. It wants to know whether it should go to Congress and ask for another billion dollars next year and Congress wants some kind of data. That's one level of decision-making, and one of the levels that you have to answer to.

The classroom teacher also is making decisions about projects. What kinds of decisions is the classroom teacher going to make? An evaluator has to, if not collect data himself in regard to decisions in the classroom, at least train the classroom teacher to collect information that will enable him to make a decision.

A decision-making emphasis, as I said before, means that the evaluator concerns himself with training people to become sensitive to these decision-making stimuli. The superintendent or the principal will be pressured by P.T.A. groups, community action groups to do things--to install a speed reading lab, to change the basal reading text from a traditional basal to a phonics oriented text, and so on. These are pressures that an evaluator should become sensitive to and try to foresee them so that he has some plan, some program ready to meet the problems. Who makes the decisions? In each school system that's going to vary. Maybe the major decisions about curriculum development are made by a curriculum committee, and the curriculum committee is going to determine what kind of program modification takes place.

One type of decision is a congruency decision. (Does the product or the outcome match the objective?) If we said that children will be able to read five books outside of class in the course of this semester, we examine to see if this is really happening. We want to know if more materials should be purchased, and if the available materials are being used. Well, that's simply matching an objective with an outcome.

Another kind of decision, a contingency decision, is one that is concerned with the effectiveness of an existing operation. For example, does an informal reading inventory enable a teacher to adequately diagnose disadvantaged children? Or, a crisis occurs and we have to know whether or not our program should be modified. These are contingency decisions.

If we use this definition of evaluation--focusing, delineating and collecting data for answering decision-making questions--the criteria for evaluation are going to come from the decisions to be made. Criteria such as relevancy, timeliness, economy, and feasibility will be applied to the project and will determine how to proceed.

What does that mean for data collection? It means that measures other than standardized reading tests and group standardized intelligence tests must be applied. The hard data from tests still has to be collected, other information is also needed in order to answer these decision-making questions -- questionnaires, interviews, attitude inventories and so on. Therefore, the evaluation plan an evaluator creates must identify the kinds of data that will be needed, and indicate how it will be collected, who will collect it, the best way of using it to answer the questions, and a means for interpreting it.

Another aspect of the definition, which is not immediately apparent, is what school boards, the U. S. Office, and governors of states are saying: that educators must be accountable for the dollars spent and for the time spent in educational programs. Accountability shouldn't be equated just with money, but that's often the place where the emphasis is put. It evidently is a very naive notion of what education is all about, to say if children don't show a month's gain for a month's instruction, the teacher won't be paid for that month. The concept of evaluation as part of the decision-making process should enable a more realistic definition of educational accountability. In the past, the reports that evaluators wrote were descriptions -- "Here's what exists! We have so many children, we spent so much money, they started with this kind of score and they ended with this kind of score, Well that's a description of what exists." Our definition pictures the evaluator not only as a describer of what goes on, but also as a person who interprets what goes on to help decision-makers make judgments. That evidently means that he has to have some plan for selecting and interpreting data, providing information in a usable form for the decision-maker, the consumer of that information. In the Ocean Hill Brownsville area in New York, where the entire community is involved in making decisions, the evaluator evidently has to disseminate his evaluation report to the entire community.

What Evaluation Is Not

What it is not then is that it is not research. We're not equating evaluation with experimental research. Probably one of the reasons why administrators when quizzed about evaluation feel that it is not helpful to them -- though it's a necessary process they have to go through because the U. S. Office or the State Department or the Board of Education requires it -- is that in the past we have too often looked upon it as a classical research problem, applied research designs and research techniques, and therefore haven't collected data that's usable to make decisions. Evaluation is not research in the classical sense.

Evaluation is not grading people. Too often classroom teachers, for example, think of evaluation as someone coming in to put a grade on them as a person. They're either going to receive a commendation or a merit point as a result of that grading. Evaluation is not a grading of people.

Role of the Evaluator

This has some implications then for the role of the evaluator. It's worthwhile to distinguish between evaluation goals and evaluation roles. The goal is to answer a problem. The role is, what means are there for achieving a continuing evaluation? What does it mean for a person like you? What is your role, if you adopt this concept of continuing evaluation? Certainly, it is not a data collection technician, it is not that of a producer of descriptive data alone. It is more that of a manager and a judge. A manager of the project, not in the sense that you are the project director and have to parcel out money and hire people to do jobs, but rather as a manager of the data, of specifying objectives, of monitoring processes, of collecting data, of assessing and interpreting, of report writing. It's a manager in that sense. It necessitates creating a climate, and asking questions that will focus the administrator's and the decision-maker's eye on what is appropriate in order to accomplish the stated goals. It necessitates planning an efficient flow of information, of data collection in order to look at the decision point. It means that the evaluator has to be a specialist of sorts on collecting, processing and analyzing the kinds of information, kinds of data we're talking about. And it means that he has to somehow analyze and interpret that data to see whether the data is relevant to answering the questions, to try to analyze and interpret data in terms of criteria that have been established by the decisions to be made and by the priorities set up by the decision-makers.

This means then, that in terms of a role, the evaluator is a participator in the decision-making process. He is not an adjunct, he's not a barnacle on the side of the decision-making machine. He participates very directly in selecting decision-making situations. He may even be the one who develops the managerial plan for the project -- not in the sense that he administers the budget but in the sense that he asks specifying questions, and identifies contingency and congruency decision points. He is the one who brings the information to the decision-maker and helps him disseminate it, if dissemination beyond the decision-maker is needed. As soon as feedback to the consumer has been accomplished, the evaluator's job, in a sense, is complete. However, the feedback to the decision-maker means a feedback into the program and that recycling continually involves the evaluator. That is the concept of evaluation and the role of the evaluator that we are working with here, and it's the concept that has guided us in the preparation of these materials.

CIPP
A Concept for Evaluation

A person who has the responsibility for evaluating a reading program faces the task of determining what he wants to look at and what data he will collect in order to make a judgment about the value of a program. Quite a few people are theorizing these days about appropriate strategies for evaluation. They are proposing a number of concepts or models in which the practicing evaluator can operate. The bibliography for these materials will identify several theoretical models for evaluation, but these materials will use a model developed by Egon Guba and Daniel Stuffelbeam as the framework in which it will discuss the evaluation of reading programs. This model was chosen for two reasons: for the sake of its simplicity, and because the Stuffelbeam model has suffered through the revision of time and trial. That does not mean, of course, that it is the best model available or that it is demonstrated effective in assisting in the evaluation of all reading programs.

The model that appears in these materials is called the CIPP Model, an acronym standing for Context, Input, Process, Product. It is based upon the assumption that educational programs should be evaluated on a continuous basis, from start to finish, rather than on the final product alone. In other words, an evaluator should be part of the team that looks at the needs of the school in order to decide on the kind of program the school needs in order to teach reading more effectively. And he should continue with the program throughout its movement toward the end product. Context, input, process, and product refer to various stages of a program's movement toward completion.

Context evaluation is concerned with the setting or the environment in which education is taking place. It includes the community, the children, the teachers, the buildings, and the present approaches used to teach reading. The basic question that has to be answered under the heading of context evaluation is, "What are the needs that should be satisfied?"

Input evaluation translates the decision made under context and establishes specific objectives and procedures for achieving the general objective implied in the context decision. The main question to be answered is, "What are the best means to solve the need or the problem?" This is the program plan and its procedures.

Process evaluation is concerned with examining the program as it functions to see if the program plan lives up to expectations or if modifications should be made as it operates. This kind of evaluation not only wants to see whether everything works or not, but also wants to provide an avenue for making modifications where the need indicates.

Product evaluation looks at the results to see if the objectives of the project were met. Some evaluators refer to this kind of assessment as summative evaluation. Typically, product or summative evaluation is the only kind of formal evaluation provided in program assessment.

Reading and the CIPP Model

It is not enough merely to point out to evaluators a conceptual framework within which to operate. People do good work after they have developed an attitude that encourages high performance in a given area and after they have identified and become skilled in the tools of that subject. And so the job of these materials goes beyond identifying the CIPP Model as ameans for conceptualizing evaluation. It is necessary to see how reading programs fit into that framework and to learn how to use the tools that will effectively collect data on reading programs.

What are the variables in a reading program that an evaluator wants to concern himself with? How can he identify needs related to the reading program, especially a reading program for disadvantaged youngsters? What are appropriate behaviors that can be expected of youngsters? What terminology has to be used to express those behaviors for reading teachers and for administrators? What are the major decision-making questions that have to be answered about reading in terms of objectives, procedures and final performance? What instruments and techniques can be used to monitor the reading process and the teaching techniques that attempt to produce adequate reading behavior? What background and skills should a reading teacher be expected to have? How does one assess the reading performance of the students? Those kinds of specific questions are what make it essential for evaluators and reading specialists to work together. The project materials hope to answer some of those questions.

TABLE A

THE CIPP EVALUATION MODEL[*]

A Classification Scheme of Strategies for Evaluating Educational Change

	CONTEXT EVALUATION	INPUT EVALUATION
OBJECTIVE	To define the operation context, to identify and assess needs in the context, and to identify and delineate problems underlying the needs.	To identify and assess system capabilities, available input strategies, and designs for implementing the strategies.
METHOD	By describing individually and in relevant perspective the major subsystems of the context; by comparing actual and intended inputs and outputs of the subsystems; and by analyzing possible causes of discre;ancies between actualities and intentions.	By describing and analyzing available human and material resources, solution strategies and procedural designs for relevance, feasibility and economy in the course of action to be taken.
RELATION TO DECISION-MAKING IN THE CHANGE PROCESS	For deciding upon the setting to be served, the goals associated with meeting needs and the objectives associated with solving problems i.e., for planning needed changes.	For selecting sources of support solution strategies and procedural designs, i.e., for programing change activities.

Source: Daniel L. Stufflebeam, "Evaluation as Enlightenment for Decision-Making," An address delivered at the Working Conference on Assessment Theory, The Association for Supervision and Curriculum Development, January, 1968.

THE CIPP EVALUATION MODEL continued

	PROCESS EVALUATION	PRODUCT EVALUATION
OBJECTIVE	To identify or predict in process, defects in the procedural design or its implementation, and to maintain a record of procedural events and activities.	To relate outcome information to objectives and to context, input, and process information.
METHOD	By monitoring the activity's potential procedural barriers and remaining alert to unanticipated ones.	By defining operationally and measuring criteria associated with the objectives, by comparing these measurements with predetermined standards or comparative bases and by interpreting the outcome in terms of recorded input and process information.
RELATION TO DECISION MAKING IN THE CHANGE PROCESS	For implementing and refining the program design and procedure, i.e., for effecting process control.	For deciding to continue, terminate, modify, or refocus a change activity and for linking the activity to other major phases of the change process, i.e. for evolving change activities.

TABLE B
DEVELOPING EVALUATING DESIGNS OUTLINE*

The logical structure of evaluation design is the same for all types of evaluation, whether context, input, process or product evaluation.

A. Focusing the Evaluation
    1. Identify the major level(s) of decision-making to be served, e.g., local, state, or national.
    2. For each level of decision-making, project the decision situations to be served and describe each one in terms of its locus, focus, criticality, timing, and composition of alternatives.
    3. Define criteria for each decision situation by specifying variables for measurement and standards for use in the judgment of alternatives.
    4. Define policies within which the evaluation must operate.

B. Collection of Information
    1. Specify the source of the information to be collected.
    2. Specify the instruments and methods for collecting the needed information.
    3. Specify the sampling procedure to be employed.
    4. Specify the conditions and schedule for information collection.

C. Organization of Information
    1. Provide a format for the information which is to be collected.
    2. Designate a means for coding, organizing, storing, and retrieving information.

D. Analysis of Information
    1. Select the analytical procedures to be employed.
    2. Designate a means for performing the analysis.

E. Reporting of Information
    1. Define the audiences for the evaluation reports.
    2. Specify means for providing information to the audiences.
    3. Specify the format for evaluation reports and/or reporting sessions.
    4. Schedule the reporting of information.

F. Administration of the Evaluation
    1. Summarize the evaluation schedule.
    2. Define staff and resource requirements and plans for meeting these requirements.
    3. Specify means for meeting policy requirements for conduct of the evaluation.
    4. Evaluate the potential of the evaluation design for providing information which is valid, reliable, credible, timely, and pervasive.
    5. Specify and schedule means for periodic updating of the evaluation design.
    6. Provide a budget for the total evaluation program.

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*Daniel L. Stufflebean, "Evaluation As Enlightenment for Decision-Making", p. 42.

CIPP MODEL

A. Context evaluation

1. Identify a problem (unmet need)
2. Focus the problem
3. Determine criteria for problem selection
4. Collect data on problem areas
5. Determine system (organization, facilities, materials, schedules, teachers, community, etc.) capabilities
6. Select specific problem based on above criteria

B. Input evaluation

1. Determine broad objectives or goals for any possible alternatives for meeting problem
2. Specify criteria for program alternative selection
3. Gather and/or develop possible program alternatives
4. Assess alternatives based on criteria specified
5. Select alternative and refine objectives and program description

C. Process evaluation

1. Develop plan for constantly monitoring program. Plan should be contingent on:
    a. Decision maker
    b. Decision to be made
    c. Type of decision to be made
    d. Timing of decision
    e. Data collection capabilities
    f. Flexibility possible within program
2. Assist staff in focusing problems as they arise; assess alternative strategies for meeting problem and monitor effectiveness of alternatives selected.
3. Implement monitoring plan

D. Product evaluation

1. Develop plan for collecting data on program goals and objectives. (Different levels of authority are interested in different objectives and goals). Plan should be contingent on:
    a. Decision maker
    b. Decision to be made
    c. Type of decision to be made
    d. Timing of decision
    e. Data collection capabilities

Directions

How to Use the Simulation Training Materials

The pages which follow are called simulation training materials. They attempt to describe a school system that hires an evaluator and sets him to work on helping conceive the reading program that he must assess. The incidents in these pages try to picture (simulate) the kinds of things that might happen in a similar situation.

In order to achieve the intent of the materials, the participant should "play the game." And this is indeed a game for educators interested in improving programs through better decision-making processes. But playing the game necessarily limits your freedom of response. Evidently the limits of a book prevent the participant from following to a conclusion some game-decisions that he makes, even though they may be better decisions than the ones proposed in the author's game plan. Thus you are asked to make hypothetical decisions in these pages, but you have to accept the decision that the authors give in their "omniscient comment."

The intent of this evaluation game is to provide an instructional tool, a vehicle, for applying the concept of continuous evaluation to an educational program, a reading program. It has the more specific intent of teaching the participant to use one evaluation model as a guide to knowing what to do and what to decide. The authors understand, as do the participants, that there are several models that could be used. The CIPP model has been selected as a sample model, and hopefully a sample model that is complete and that provides a series of clear steps to guide the evaluator throughout.

Format

There are three kinds of pages in this simulation game, each marked by a different color. White pages carry the description of how things are progressing in Giz Unified School District. White is real life. Green pages are "Response Sheets." Every so often the evaluator has to react or make a decision about what to do in the real-life world of Giz. Pink pages carry the "Omniscient Comments" or the answers.

The response sheets (green) should be used much as you would use a scratch pad on your desk. You make notes about what and how you are going to handle the situation or the problem that is presented to you as an evaluator. Do not look at the "omniscient comments" (pink) until you have made your response on the green sheets. Though the pink sheets are called "Omniscient Comments" they are actually only plausible alternative solutions--not necessarily the best. But they are the decisions and the solutions that the participant has to accept in order to proceed and continue to "play the game."

You are encouraged to write on any page where your reaction might help us improve these materials. Mark unclear statements, illogical sequences, inconsistencies, or any hang-ups that you have in trying to use these materials to apply the CIPP model in a continuous evaluation at Giz.

And if you come to a complete halt, call us collect. We hope that these materials help you learn something about evaluation.

CLARIFICATIONS AND DEFINITIONS

a) When the term individualized reading is used, it means any method that will provide more attention to the needs of individuals.

b) This is a Title I reading project and so references to schools and children mean target area schools and disadvantaged children.

Situation:

You have been hired by the Giz Unified School District to assist in the development and evaluation of a Title I reading project. (They hope to net 100,000 from the Federal government for an upcoming project.) The superintendent was especially interested in hiring you because you possessed expertise in both evaluation and reading. However, the superintendent informed you that your evaluation expertise was the key to your being hired, as the school district already employs an elementary curriculum consultant who is considered an expert in reading. Specifically, you have been asked to assist in the program development and to guide the project through its development. Your job is not to develop this proposal by yourself but to utilize your techniques and skills of evaluation to monitor the program development and implementation.

The situation at Giz is similar to what one would find in many school districts of the same size and socio-economic status. (See school background information sheet.) However, one important difference exists at Giz. Dr. R. Leader, the school superintendent, is convinced that program development should rely on valid and reliable evaluation. This situation developed because of two events. First, Dr. Leader attended a national conference last year where he was favorably impressed with a presentation by Dr. Gubblebeam of Ohiena State University who discussed the value and need for continuous program evaluation. Second, Dr. Leader has been getting increased demands for evaluation reports about school programs from the local Board of Education, the U.S. Office of Education, the State Department of Education and local groups interested in the school.

When you were hired, Dr. Leader told you that he wanted to build a solid Title I reading program based on sound evaluation. However, he also warned that some individuals in the school and some in the community would not take too kindly to the idea of "being evaluated." He stated that he was supporting the idea of a broad concept of evaluation but that you should not begin by gathering data "all over the place." He ended this initial meeting by saying: "You've got to show the staff that this evaluation stuff is not going to be directed at them. If they think you are criticizing their work, in trouble and I won't be able to bail you out."

First day on the job:

You have had the following items to read, some of which are attached:

1. Title I project applicant book (not included here)
2. School background information
3. Job description

While setting up office files, getting to know the central office staff (you've taken several coffee breaks), and studying the above items, you are interrupted by a call from Dr. Leader's secretary. She indicates she is sending you some items that Dr. Leader thinks will interest you because of their relation to the reading program. The following items arrive at your desk an hour later:

1. An article from the local paper.
2. A report from the local PTA.
3. A letter to Dr. Leader from Instructor, a teacher in the district who took a graduate research course the past summer and used the school test results in her research project.
4. A memo of a recent phone call Dr. Leader had with Mrs. I. Rate.
5. Memo from Dr. Leader concerning an in-service program.

APPLICATION FOR FEDERAL ASSISTANCE
for the Education of Children from Low-Income Families
under Title I of Public Law 89-10

PART I-BASIC DATA

1	AVERAGE PER PUPIL EXPENDITURE: Non-fed. fds.
A	FY 1966-67 $ 270.00
B	FY 1967-68 $ 294.00
C	FY 1968-69 $ 298.00

2	PUBLIC SCHOOLS OPERATED BY LEA (Fall 1969)
A	Total # of Schools 6
B	Total Enrollment 14,100
C	Grade Span 1 TO 12

3	CHILDREN RESID. IN APPLIC. DIST. OF AN AGE APPROP. TO ATTEND SCH. OP. BY DIST.	
	Number of Children	Number
A	Enrolled in Public Sch.	14,100
B	Enrolled in Non-Pub. Sch.	138
C	Not enrolled in any Sch.	184 est
D	(add A, B, & C) Total	14,422
E	Number of children (D) who come from low-income families	628

4	Concentration of children fr. lo-income fam. in dist.		
A	District-Wide percent. (Item 3E÷3D) 4.35 %	B	Avg. # per school att. area (3E÷2A) 35

(continued on next page)

APPLICATION FOR FEDERAL ASSISTANCE (continued)

6 Attendance areas eligible for Title I Proj.

Name of Public School	# Child. residing attend. area svd. Total	lo-income families #	lo-income families % Col. 3÷2
1	2	3	4
Benton Elem	300est	54	18.0
Lincoln Elem	550est	68	12.51
Jefferson Elem	875est	103	11.82
Kennedy Elem	300est	26	8.66
GIZ Jr. High	1225est	101	8.30
GIZ High School	1750est	140	8.02

7 Characteristics of educationally deprived child. (residing in eligible attendance areas) which ind. their need for special educational assistance und. Title I. (See instructions for code # & Character.)

	Characteristics of Children	Grade Level (child)	# of children
	1	2	3
11	Poor performance on standardized tests	ES	251
24	Other ability characteristics (Mental)	ES	377
35	Other attitude characteristics (Dislike for school)	ES	238
43	Disciplinary Problems	S	119
44	Low Attention Span	E	30
51	Poor Health	ES	199
52	Malnutrition	ES	75
68	Other Health Impaired	ES	21

CERTIFICATION OF LOCAL EDUCATIONAL AGENCY

I CERTIFY that, to the best of my knowledge, the information herein in correct and complete.

Legal Name of Local Educational Agency
GIZ Unified School District

Mailing Address (Street, City, Town, Zip)
161 School Lane, GIZ

County: Tipsy
State: Missouri

Name and Address of Contact Person | Tel.

Name and Title of Authorized LEA Representative
R. Leader, Supt. R. Leader

Signature

Telephone (Area code & No.)
000 1112345

Date Signed

Signature

Date

Job Description

Title: District Evaluator
Salary: 9,000-11,000 for 9 months
Description:

The evaluator shall be in charge of evaluation of all district, Title I Reading projects and programs. Because of the dual responsibilities of his position he must be an expert in reading content as well as evaluation technique. The evaluator shall be involved in these projects from the formulation of the project design to the evaluation of end results. The evaluator shall be in charge of preparing evaluation reports and disseminating the information to interested parties.

JOHNNY CAN'T BUT ELMER CAN IN BIG CITY

Giz-Mrs. Mary Smith, a noted educator from Big City, was the guest speaker for the first session of the Community Action Project's orientation for the After School Tutoring Program. Mrs. Smith described a highly successful reading program now in progress in one of Big City's schools. Mrs. Smith was very enthusiastic about the program. Since the beginning of the program, there has been much more interest in reading and the students' reading skills have improved.

Mrs. Smith described a typical classroom. Children may choose from a variety of books screened for reading level. The students meet individually with the teacher several times a week to check on reading skills and are involved in charting their own progress.

The variety of highly relevant materials, the individual work with the teacher, and the continual reinforcement from the progress reports are factors which account for the success of the program, Mrs. Smith stated.

The next orientation meeting will be held Oct. 22 in the community building.

7

Report to Superintendent   Giz Unified School District   Giz, Mo.

FROM: Parent Teachers' Association, Kennedy School

SUBJECT: Annual Report from Visitation Day

Dear Dr. Leader:

During our visits last week to other school districts, our committee was much impressed by the reading program at Neighboring Unified School District. They have an excellent remedial program and a vary well-planned and interesting in-service program. Many of the teachers are experimenting with individualized reading, and the committee observed that the students seemed interested in reading, and many were checking out books to read at home.

Naturally, our committee noted that in comparison our school district has an excellent program, but it might be worthwhile to consider some of these innovations in the reading program.

Respectfully yours,

N. Volved, President, PTA

Mrs. Smith
Mr. Jones
Mrs. Rogers
Mr. Brown

8

Mrs. Ins Tructor
14 University Way
Marblehead, Indiana
August 12, 1969

Dr. R. Leader
U.S.D. of Giz, Mo.
161 School Lane
Giz, Mo.

Dear Dr. Leader:

Thank you so much for allowing me to use the District test scores in my research project this summer. The scores were most helpful, and lent themselves well to the B582 Research course. You may recall that the project on which I was working was a longitudinal comparison of aptitude test results, with particular emphasis on any trends which might be apparent. I thought perhaps you might be interested in the results.

The study began with tests given in 1959, and included those given each spring through 1969. During the first five years of that period, all test scores seemed to be relatively stable when compared to the national norm, with a slight rising trend shown in scores in social studies sub tests. However, since 1965, there has been a definite drop in scores in the social studies, reading, history, and English sub-tests, while the scores in vocabulary, math, and science have remained steady. The tenative conclusion which I reached was that the only thing these areas have in common is the amount of reading involved, there being less reading in the spelling, math and science sections that in the others. This may or may not be the cause of the drop in the other scores.

I'm looking forward to the start of school and to being a teacher again instead of a student!

Thanks again.

Sincerely,

Ins Tructor

IT/me

Didn't Mike and Tom mention this at a principals' meeting last spring?

.....from the desk of R. Leader

Date August 18

To: Val U. Ator

Subject: Mrs. I. Rate

Another call from Mrs. R.-seems she read Flesch this summer and is all upset because Todd (2nd)-isn't reading the newspapers yet. - Wants phonics! You'll be hearing from her! Good Luck. She carrys a lot of weight in Benton.School as president of their P.T.A.

TO: Val U. Ator

SUBJECT: In-service program

FROM: Dr. R. Leader, Superintendent

I understand through the grapevine that there was an in-service program about 18 months ago, before I came to the Giz School System. All past records concerning this project seem to have been mislaid. My secretary has informed me that the focus was on corrective reading for the disadvantaged. You might check this out as a possible aid to our upcoming project.

Sincerely,

Dr. R.

Dr. R. Leader, Supt.

Second day on the job:

You're called to Dr. Leader's office to discuss the Title I project. Dr. Leader makes it quite clear that the proposed project is to emphasize individualized reading. He does not seem to be quite sure what this means, but says he wants you to find out what the school district is doing and should be doing in this area. In his conversation, he refers several times to the article he sent you, "Johnny Can't but Elmer Can in Big City," and also to the PTA report. He tells you to consider a plan for getting started.

Third day on the job:

Dr. Leader phones to discuss what you're doing to get started. He states that he knows how important evaluation is to good program, development, and he wants a good evaluation to determine the district's progress in individualizing reading instruction. However, he indicates that time is going by and we need to, "Get the proposal ready by January 15." He asks if you can send him a report in four days outlining what steps you will take to start the program rolling. He seems somewhat irritated and ends the conversation by stating: "I hope you know we're on the spot in this thing. I can just hear them all hollering next spring if I don't have these evaluation reports in on time."

A memo arrives from Dr. Leader the next morning:

To: Val U. Ator

From: Dr. Leader

Subject: Title I Project

Sorry if I sounded upset on the phone, but I had just received a copy of the Title I evaluation form from Washington. I can't understand it at all. In any event, we'll probably have to complete something like this for the project proposal, but I don't think it follows the idea we've been talking about.

What I need from you is a report which includes:

1. A list of steps you're planning to take to determine needs in the area of reading we discussed.
2. Some procedure we can follow to assign priorities to the needs. The district has gotten into the situation in the past of trying to do all things at once and I don't want that to happen again.

Do you think you could have this ready by next Wednesday? By the way, I thought you might like to visit the elementary schools to get to know the teachers and that sort of thing. I really don't think they'll be much help to you because they don't know much about evaluation. They still believe in standardized tests as the ultimate answer, and I think I know where you stand on that one. In any event, the principals will be looking for you on Thursday and Friday this week. I think you'll enjoy meeting some of our principals. You'll like Mr. Crabtree over at Benton School; he's not only got the Secretary of the Year, but he's a wonderful morale builder in that school. Anyway, you might like to browse around and have the principals show you the facilities. We have some really fine facilities for special services. We're very proud of them.

Response Sheet

****

In view of the two things that Dr. Leader asked you to have ready by next Wednesday, what notes would you make to yourself? These might be very brief plans or some general strategy to fulfill Dr. Leader's request.

****

At what point in the CIPP model are you now? ______________

Omniscient Comment

In order to determine needs, you might have decided to investigate the following areas:

1. What materials are now being used to teach reading?
2. How do the students perform on standardised tests?
3. What do the supervisors and teachers think the system needs?
4. Is there some community group that speaks for the schools involved with the Title I project?

(You may not be able to do all that by next Wednesday, but you at least make these notes on your pad.)

R. Leader also wants you to set up procedures and assign priorities. That one is a stumper. Where will you find criteria to assign priorities? You might have listed:

1. Does research say where to start with disadvantaged populations?
2. Should I ask for a committee to set criteria for priorities. They would know the school system better than I.
3. Has the reading supervisor sent out a questionnaire that would help? Better see him.

   (That's right. Your alternatives seem quite tenuous at this point. You need more feel for what is going on.)

At what point in the CIPP model are you now? ____________________

Thursday and Friday

You visit the schools and engage in conversation with several teachers. Over a cup of coffee at Benton school you listened to one teacher who registered a description of rather typical concerns of the teachers:

"Mr. Ator, you're just the person I need to talk to. All semester I've been tearing my hair out over this child in my room--Fairlee is his name--who is so disruptive, especially during reading, that I'm making no headway with my other students. And many of them are really fine children who want to learn. You can't imagine what it's like to have Fairlee in your room for a full six hours. He's constantly tapping his foot, or his pencil or anything else he can lay his hands on: paper, clips, anything. You get the idea. And when it is his turn to read, he obviously isn't with us, so I need to take time out to help him find the page, etc. Well, you know it takes so long to get Fairlee just to settle down and get with it, that by the time he's ready to begin reading, well, we all know he isn't going to be able to read the material anyway. I think he could, if only he wanted to. He's not really an unintelligent child. Oh, another thing, he doodles. This at least is quiet, so I can live with it. But in addition, when I've assigned paper work, Fairlee is out of his chair, every other minute, needing to talk to me, you know: "what am I supposed to do with this?"; "I don't understand what you mean", etc. Do you have any suggestions as to how I might handle this child? I really am at my wits end.

Teacher B: I'm interested in what you have to say on this, Mr. Val, since I have a child--with a quite different problem---but I might be able to use the same technique.

The other schools had different faces but the teachers complaints almost universally focused on some child who was a behavior problem during the reading period, or one who showed complete lack of interest in the materials that were used, or someone who just didn't have the vocabulary to keep pace in the readers provided for the class. They didn't discuss general group performance; their eyes were set on an example of a need--a child with a problem, and how they could help.

But those two days of visiting put a lot of pressure on you to have a reply to Dr. Leader by Wednesday. Now you have two days to give him your answer. With your added experience with the school visits and now knowing that R. Leader wants to emphasize individualized reading what are the steps that you will take to determine needs and what procedure will you suggest to assign priorities?

****

Response Sheet

1. Steps to take.

2. Procedure to assign priorities.

At what point in the CIPP model are you now? ________________

Suppose that your answer to R. Leader was the following memo.

To: R. Leader, Superintendent — Date: Wednesday #2

From: Val U. Ator

Subject: Title I Project Planning

In response to your request for an initial plan of action, I propose the following answers:

1. Steps to determine needs in individualizing instruction.
    1. Visit schools for informal reactions of teachers and principals (Done last week).
    2. With help of reading supervisor examine existing reading texts to determine provisions for individualization.
    3. Do a spot survey of other reading materials in the classroom to see how they can be used for individualizing reading.
    4. Find out from community action group what kinds of personal instruction they see their children needing and what kinds they see them actually getting.
    5. Do a small sample check on the teachers' background for individualizing reading instruction.
    6. Check to see if there are any tests that would indicate areas to emphasize in trying to individualize instruction.
2. Procedure to assign priorities.
    1. Establish a committee composed of the superintendent, the reading supervisor, the evaluator, four teachers, and two representatives of the community to establish the final criteria for selecting the priorities.
    2. Hold five or six discussions among teachers in various buildings to see how they would list the priorities for individualizing reading instruction--facilities, in-service training, and other services.
    3. Have a sample group of teachers rank the needs of their Title I students--their needs related to more individual attention.

At what point in the CIPP model are you now? ____________________

****

The next day you received a telephone call from Dr. Leader. "Val," he said, "your plan looks fine. Let's get on it right away. I think we can give you about one month to get the assessment job finished, and I'll see that you get some help in collecting the information that we need. Miss Overth Hill is the reading supervisor. She can help you and get two of her reading teachers to form a task force. The three of them and you ought to be able to get all the information you need within a month. In the meantime, I'll get the committee set up to help us decide priorities. We'll call it the Title I Curriculum Committee. You and your task force will be on the committee; I'll get the others together shortly. Oh, by the way, Val, any meetings that you hold with classroom teachers must be informal--no public announcement. The union is already demanding decision-making power over salaries and the like. If we hold formal discussions, we'll have to do it every time we want to try some new project. Maybe you can tap the teachers through some kind of questionnaire or something."

RESPONSE SHEET

It is now your job to find in one month what the specific problems (needs) are for individualizing reading instruction. Using the steps that you outlined in your memo to R. Leader, what specific things are you and your task force going to look for? What instruments would you use? (Check Taxonomy of Evaluation Techniques)

Specific Information	Instrumentation

At what point in the CIPP model are you now? ____________

Omniscient Comment

Individualizing reading instruction does not revolve around how one teacher tutors one child. As a matter of fact, the teacher cannot consider himself a private tutor.

Individualizing will necessarily involve the proper identification of student needs and the organization of students, teachers, materials, facilities, the schedule, and perhaps the neighborhood community. At any rate, the evaluator must examine each of these elements as they presently exist to see if they are capable of promoting a greater individualization of instruction. In effect, he asks, How is the classroom presently organized? How can I collect that information?

Students. Are the students all performing to the best of their ability? How many are failing reading or failing because of inadequate reading skills? Of those who fail, is there a significant discrepancy between their reading and their ability? Check school test records and interview teachers.

Teachers. How do teachers presently define individualization of reading? Do they see themselves doing it? With how many students? The teachers had an in-service program eighteen months ago. Did it provide any skills that would help individualize reading instruction? How many teachers in the Title I schools participated in that course?

Perhaps through interviews you could determine whether the teachers have any knowledge of how to use information from group

At what point in the CIPP model are you now? ____________________

reading tests, or how many could use an informal reading inventory. Probably through a questionnaire you could ask the teachers how they view facilities, materials, school organization and their own competency for individualizing reading instruction. See examples of instrumentation in the taxonomy.

Materials. To individualize reading, it would be necessary for the teacher to have available a wide variety of materials, written at several levels of difficulty-- appropriate for the cultural groups that make up the population. Some hardware such as tape recorders and filmstrip projectors would also be beneficial. A spot survey by a member of your task force should be able to estimate the availability of these items in the target schools. There are materials checklists in the taxonomy.

Facilities. The main concern with facilities is that they be flexible and of course available. Can chairs and book cases be shifted around to provide for various seating arrangements? Are there places open for different kinds of activities? Is there a library or a learning center? Are there carrels for private work? Can temporary partititions be made to set off corners of the room for specific activities?

Existing Program. Does the existing curriculum include individualizing reading as one of its objectives? Does it suggest specific plans of action? If so, why hasn't the plan worked so far?

Community. The community may provide activities or encouragment for individualizing reading, such as lending libraries, neighborhood tutors in reading, book clubs to get the right book into the hands of the right youngster. If these do not exist, would the community groups be willing to develop some of these activities and services?

The point. In the time that you have for working on these exercises in this simulation package, you could not be expected to list all the things that were mentioned on the previous pages. It should be clear, too, that there are many other questions or suggested sources of information that could have been listed. The point is that a fairly complete description of the existing facilities and of the evident needs should be produced in order to decide on priorities for program planning.

You remember that, at Val's suggestion, Dr. Leader set up a Title I Curriculum Committee to establish the final criteria for assigning priorities to the determined needs. In addition, Dr. Leader organized a task force, composed of the reading supervisor, two reading teachers and Val as chairman to determine what the needs actually were. These two committees went to work immediately. We return now to Val and his task force to see what needs they found in the Giz system.

To: Title I. Curriculum Committee
From: Task Force on Reading Needs, V. U. Ator., Chairman
Subject: Needs for Individualizing Reading Instruction in Giz

1. A random selection of teachers from grades k-6 was found to have very positive attitudes concerning the need to individualize reading instruction.
2. A questionnaire survey of this same random sample of teachers revealed that over 90% of the teachers feel that their graduate and undergraduate teacher training has not given them any training in the individualization of reading instruction. This feeling of inadequacy covers reading materials, instructional practices, and grouping procedures.
3. In most of the classes (over 80%) the children are divided into three groups for reading instruction. All three groups within a class use the same basal reader, but modifications are made for each group, primarily in the supplementary material used, the speed with which the children "go through" the material, and the depth of discussions regarding the comprehension of stories.
4. There are a number of sets of high-interest low-vocabulary books available in each elementary school library. However, these are not being used by classroom teachers. Many teachers are not even aware of their existence.
5. A random testing of ten children from each grade level in each school revealed that over 50% of the children were being given reading instruction in materials which were at or above their frustration reading level according to the Bett's criteria. Ten percent of the children in this same sample we found to be reading

instructional materials at their independent reading level.

6. A study of last year's standardized test scores in reading revealed that the children in grades 1 to 6 in the Giz School District had an average score at about the 40 th percentile for each grade. These results corroborated the findings of the study done last summer by Mrs. Ins Tructor.

7. A study of P T A committee reports, Board of Education minutes, local newspaper articles, letters to the editor column, and seven visits to the local coffee house and two haircuts at the community barbershop reveal a generally positive attitude toward the school program in general. However, most people are quite uninformed about the school program or curriculum innovations in specific areas. Most comments indicated that the community not only desires to do better, but also wants to be adequately informed about how things are doing."

8. A study was conducted last year in each of the elementary school libraries to determine book evaluation. This study was requested because the Giz District received a sum of money through Title II of E S E A for increasing library materials. This study indicates that while circulation of the existing materials is fairly high, there is a very small percentage (less than 15%) of elementary children who have signed a book out more than once. This 15% however, has signed out a great number of books.

Response Sheet

The task force's report listed eight items. Describe (create) two other pie of relevant data that the task force might have collected if they had covered other areas of possible needs for individualizing reading.

9.

10.

At what point in the CIPP model are you now? ________________

The Title I Curriculum Committee accepted the "Needs Task Force" Report and produced the following report of its own.

Report from the Title I
Curriculum Committee

The following goals and criteria should govern the Title I Reading Program for the Giz Unified School District.

Broad Goal

Students should demonstrate continuous basic reading skill development. They should also be exhibiting positive attitudes toward reading.

In order to reach this broad goal, the curriculum committee proposes the following specific objective.

Every student should be given reading instruction at his instructional reading level as determined by an informal reading inventory.

A report to this committee by our Title I Reading Evaluator consultant reveals several discouraging facts about present attempts to reach this objective. We are therefore appointing a task force of this committee to propose alternative strategies for closing the gap between our objective and our actual situation. The task force should clearly delineate the strengths and weaknesses of each alternative according to the criteria below. Val Ator has been asked to serve as chairman of this group. Their report is to be presented to this total committee by November 15.

Criteria for Program Selection

1. The program should deal directly with the problem of getting children in appropriate reading levels.

2. The program should have impact in all elementary grades for all schools.
3. The program should make individualization of reading an effective force in everyday instruction.
4.

5.

Response Sheet

In light of the assessment and discussions that have taken place are there criteria that should be added to the Curriculum Committee's report?

4.

5.

6.

Are there any changes you can suggest for the first three criteria?

At what point in the CIPP model are you now? ____________________

On November 15 the Title I Curriculum Committee met to review the following report on alternative program suggestions:

Task Force Report
Alternatives for Individualizing Reading in Giz
(Val U. Ator, Chairman)

On the basis of the priorities established by the Title I Curriculum Committee, the special task force has produced five alternatives for individualizing reading instruction in the School System of Giz. They are presented herewith their major strengths and weaknesses. This was done in order to assist the committee in making a decision about the kind of program that it would choose for Title I. The task force made use of research studies and relied upon the broad experience of Miss Overth Hill in listing these strengths and weaknesses.

The task force also made some informal decisions about the relative merit of each of these alternatives. It felt that the alternatives could be ranked according to their merits for Giz in this order:

1. In-service program for all Title I reading teachers on how to individualize reading instruction.
2. Provide $2,000 for each reading teacher to purchase the materials and the assistance that will benefit him most in individualizing instruction.
3. Hire reading specialist to work with those children who are considerably handicapped in reading.
4. Hire paraprofessionals to assist each teacher in the classroom.
5. Hire a specialist to work with teachers as an on-the-job trainer in individualizing instruction in reading.
6. Conduct a special summer school for those who have trouble with reading.
7. Reduce class size from 30 to 25.

Each of these suggestions is given below with an outline of their strengths and weaknesses. The task force will be happy to explain any of these alternatives.

Signed.
Val U. Ator
Overth Hill
June Smartack
Bjorn Looser

Dated: Wednesday, November 15

Strengths and Weaknesses of Alternatives to Individualizing Reading Instruction

Alternative 1. Specialist working with children

Strengths

1. Expertise applied to those who need it
2. Small groups permit highly individualized program
3. Frees teacher to work with average or better children
4. Tangible, immediate gains likely
5. No additional demand on teachers' time
6. Low cost--limited to specialist's salary plus few materials

Weaknesses

1. Only small number affected
2. Need space for group
3. Scheduling problems
4. Finding qualified personnel
5. Leaves teacher out--no change in institution
6. Children may feel isolated as poor readers
7. Teacher may feel using specialist labels him as poor teacher

Alternative 2. Specialist working with teachers

Strengths

1. Involves large number of teachers
2. Involves large number of children
3. Places responsibility on teacher
4. Long term effect on institution likely
5. No space and scheduling problems
6. Labeling and isolating poor readers avoided
7. Low cost (specialist's salary plus few materials)

Weaknesses

1. Expertise spread thin
2. No immediate gains likely
3. Makes demand in teachers' time outside classroom
4. Finding qualified personnel
5. Specialist's personality must be effective in working with teachers
6. Difficulty of coping with full range of reading ability, from no ability to superior, in one classroom

Alternative 3. Summer School

Strengths

1. Intensive help for poor readers (12 students per class)
2. The space and scheduling problems would not exist
3. Teachers could experiment with new ideas
4. Students may improve more when removed from the regular curriculum

Weaknesses

1. 12 pupils per class--could reach only few of the poor readers
2. Attendance may be a problem in the summer
3. Students may regress if the regular program is not changed to continue work started in summer

Alternative 4. Reduce Class Size, 30-25

Strengths

1. The teacher would have more time to spend with each child and a better opportunity to follow the students' progress
2. More space and seating flexibility available

Weaknesses

1. Instruction may not improve. The teachers usually do not individualize on the basis of a 5 pupil reduction.
2. More classroom space must be made available

Alternative 5. Hire paraprofessionals

Alternative 6. Materials: $2000 per teacher to be spent by teacher

Alternative 7. In-service Program

RESPONSE SHEET

If you had been part of the task force to find alternatives for individualizing reading, what are the major strengths and weaknesses that you would have listed for alternatives 5, 6, and 7?

Alternative 5.
Strengths

Weaknesses

Alternative 6.
Strengths

Weaknesses

Alternative 7.
Strengths

Weaknesses

At what point in the CIPP model are you now? ____________

Omniscient Comment

Listed below are some of the strengths and weaknesses that you might have given for the alternatives suggested by the task force headed by the evaluator. On your own list you may have indicated some that are more appropo than some of these.

Alternative 5. Hire paraprofessionals

Strengths

1. The teacher would be freed to spend more time planning and working individually with the students.
2. The paraprofessional could provide more one-to-one type drill and work.
3. The one-to-one relationship with the paraprofessional provides more adult contact for the student.

Weaknesses

1. Teachers do not know how to use assistants.
2. There may be a problem finding and training qualified people.

Alternative 6. Materials: $2000 per teacher to be spent by teacher

Strengths

1. Encourages experimentation, and the new ideas may prove effective.
2. Involves the individual teachers, and perhaps they would be more enthusiastic about changes in reading.
3. Meets the specific needs of each class and teacher more completely.

Weaknesses

1. It would be difficult to evaluate the program.
2. Teachers may need new ideas rather than more materials.
3. It may be difficult to provide for transition between grades.
4. Teachers are not prepared to select materials or personnel.

Alternative 7. In-service Program

Strengths

1. Gets new information to the people who are in a position to apply it.

At what point in the CIPP model are you now? ____________

2. Fulfills the needs of teachers.
3. "Inspires".
4. Acts as a motivational factor.
5. Provides new ideas.
6. Helps those teachers who would not otherwise get any further schooling.

Weaknesses

1. Union will not approve after school hours.
2. Instructors who relate program to the needs of teachers are hard to find.
3. No good central location for meetings.
4. Immediate effectiveness of program hard to measure.
5. Teachers sometimes reluctant to devote extra time.

Curriculum Committee, Title I Reading
Meeting, November 15

On November 15 the Curriculum Committee reviewed the alternatives and priorities suggested by your task force. The Committee thanked the task force and then discussed which alternatives should be selected for a program. At first the Committee decided that it would start "at the top" and devote its entire energies to teacher training and assistance in the skills and the attitudes of individualizing reading instruction. But the community action representatives felt that each child in the target schools should receive some direct benefit from the $100,000. For that reason, the Committee decided to include the alternative on purchasing materials by each teacher in the target area. Thus the Committee concluded by saying the Title I Reading Program for Individualizing Instruction should include in order of importance: 1) in-service training for target school teachers, 2) the hiring of resource teachers to aid in carrying out the developments of the in-service training, and 3) the purchase of extra student materials by the teachers in the classrooms.

The Curriculum Committee then submitted the following objectives for incorporation in the program:

1) To improve the reading skills of every child in the target area in grades one, two and three. Special emphasis was to be placed on early prevention problems.
2) To produce teachers who use diagnostic techniques for teaching.

3) To make teachers aware of current materials available for individualizing reading instruction.

The Committee also hammered out its objectives and submitted them to you for your reaction.

Objectives are on attached sheet.

Objectives for Title I Program
Individualizing Reading Instruction

Objectives related to the in-service program:

1. To increase the teachers' knowledge of basal readers, kits, A-V tools, tests (individual inventory, group diagnostic tests, and achievement and intelligence tests).

2. To increase the teachers' knowledge of the method of diagnostic teaching.

3. To institute the teachers' use of informal inventories.

4. To further the teachers' use of individual student files of reading progress.

5. To promote the application of the teachers' knowledge of sequential skill development.

6. To institute the teachers' use of varied types of reading materials and instructional tools.

7. To increase the reading level of each child to a greater degree than changes noted in past years.

Objectives related to materials:

1. To provide materials which are written at the appropriate reading levels for each individual child in the classroom.

2. To provide materials which may be used for the development of a systematic sequence of skills.

3. To provide materials which vary in content, type, length, and interest.

4. To increase the number of outside books read by the students.

Objectives related to resource teachers:

1. To hold monthly individual conferences with each classroom teacher to discuss individual problems and offer new ideas.

2. To observe each teacher periodically to assess and aid in the individualizing of reading instruction.

3. To acquire needed classroom materials which will enable each student to read at his instructional level.

RESPONSE SHEET

What do you think Val's reaction would be to the specific objectives selected by the Curriculum Committee? What is necessary for him to develop a good program plan?

At what point in the CIPP model are you now? ________________

Omniscient Comment

Val told the curriculum committee that a program could not be written on the basis of the objectives provided by the committee. "We wouldn't know where we were going!" he told the committee. "Let me draw up a list of more specific objectives---objectives we can live with and develop a program from. If those objectives meet with the approval of this committee, then we can get the program described and moving."

Val was given the job of developing more precise objectives. He was to have written a report to the committee by the following week.

* *

Val's Report

Specific Objectives for Title I Reading Program

It was decided that the proposed Title I program have three components: a formal inservice education program, resource teachers for continuing assistance, and materials for direct use by the youngsters in the classroom. The major goal of the program is to teach teachers about the diagnostic teaching of reading and the use of instructional materials that will assist in individualizing reading. The following specific objectives are an attempt to incorporate both the general objectives and the intent of the program in a list that can be used to develop procedures for carrying out the program.

Objectives for the Title I
Reading Program

In-service education for teachers

As a result of various in-service activities for teachers in grades one to three it is expected that the teachers will be able to:

1. List and describe the specific needs of disadvantaged children in their classes. Needs of children in the following areas will be included: general

At what point in the CIPP model are you now? ______________________

interest, social, academic, and emotional. The definition of disadvantagement as given in the Title I applicant's book will be used for this study.

2. List and define a developmental list of reading skills.
3. Define specific criteria for determining students' functional reading levels.
4. Select, develop and administer a variety of measurement procedures and instruments for determining each child's instructional level and skill development as defined in objectives two and three.
5. Select and demonstrate the use of a variety of reading materials that could be used to develop each child's reading level and skill development as defined in objectives two and three.
6. Select and demonstrate the use of a variety of reading materials that are appropriate to the needs (interests, social, academic, and emotional) as described in objective one.
7. Demonstrate the use of a variety of instructional procedures that are appropriate to the needs and reading skill development of each child.
8. Design a teaching strategy that will provide the instructor with immediate feedback of each student's performance of the reading skills listed in objective number two.

In addition to the in-service education of teachers, the project will provide funds for purchasing instructional materials which can be used to individualize reading instruction. The objective of this phase of the program is that the "appropriate" materials will be made available to each classroom. Specifically, the objective is that each classroom will have available a variety of instructional materials which --

1. are appropriate to the specific needs of disadvantaged children in that classroom.

2. include practice activities for the specific reading skill needs of the children in that classroom.
3. are of the appropriate functional reading levels for the children in that classroom.

Your report is sent to the curriculum committee on schedule. Due to a stomach disorder you were unable to attend the meeting, but you find this memo waiting on your desk when you return to the office ----

GIZ SCHOOL SYSTEM
Interdepartmental Communication

TO

TO: Val. U. Ator

FROM: Dr. R. Leader, Superintendent

SUBJECT: Reading Program, Title I Project

Sorry you missed the Curriculum Committee meeting last night. Did you have those ulcers when I hired you in September?

Your detailed objectives have been accepted by the curriculum committee. A program task force composed of the elementary reading teachers and Dr. Readbetter, a specialist from Ohioana University, will use the objectives to develop the program. As soon as you get a copy of the program, let me know what you think.

I am pleased with the way things are progressing.

R. Leader

P.S. I have found yogurt very beneficial in trying to get on top of this ulcer thing.

Two weeks later you receive a copy of the proposed program. You must read it and react to Dr. Leader. Time is getting short. The proposal deadline is only a few weeks away.

PROGRAM PLAN

Title I Reading Project on
Individualizing Reading Instruction

The intent and the specific objectives of this program are found in the report by Val U. Ator. This plan provides the guidelines to make the program operational.

INTRODUCTION. The intent of this program is to upgrade the knowledge and skills of the primary grade teachers in four elementary schools in the target area. The content of the program is individualizing reading instruction. Though the teachers receive guidance in two of the three components of the plan, the ultimate goal of that focus is to enable all students in the target area to read at a higher level than they are presently doing. To keep the student in mind, a third component of the program is a materials purchase plan whereby each teacher in the project has a sum of money to invest in classroom books and materials that will make reading more real and desirable to the disadvantaged children that he teaches.

Each of the three components will be described separately. This does not mean that there is no relationship among the parts. They are closely related. The parts form a sequence which makes it fairly simple to discuss them in separate units. The in-service training component will provide a base of knowledge and an opportunity to develop some essential skills for individualizing. Following the in-service training, it is the job of the resource teachers to assist the classroom teachers in carrying out and extending the concepts and the skills developed during the in-service meetings. With the guidelines provided by the in-service training and the recommendations of the resource teacher, the classroom teacher will then have adequate direction for choosing materials wisely.

In-service Component

Twenty-eight primary grade teachers from four target schools will participate in an intensive and extensive program on individualizing reading instruction.

Personnel. Under the direction of the Giz reading supervisor, Overth Hill, two consultants from outside the school district will plan and execute the specific tasks of the inservice program. One consultant should be a reading specialist, probably from the Ohiana University Reading Department. The second consultant should have background in reading education and should have a specialty in curricular programs for the disadvantaged or for inner-city children. Occasionally speakers may be brought in to treat specialized content or to provide motivation.

Time. The program will be conducted in nine full days of activity, divided as follows over the academic year: one full day a week for the first five weeks; one half day a month for the remaining eight months.

Place. Initial meetings will be held at the Board of Education central office conference room. At the discretion of the consultants and according to the needs of the teachers, subsequent meetings may be held in the target schools or other appropriate places.

Content. The Giz reading supervisor and the two consultants will prepare a detailed content outline at the start of the in-service program. Generally the program will be geared to achieving the concepts and skills listed in the objectives for the in-service program. The content will include, therefore, a treatment of tests, materials, teaching plans and techniques for individualizing reading instruction for disadvantaged children.

Procedures. The in-service program will consist of a variety of learning experiences, each designed to achieve knowledge or a skill related to individualizing reading. To make the program effective, consultants will use these procedures as guided by the content of the program:

1. Lectures on substantive issues, such as, research evidence on characteristics of disadvantaged learners.
2. Demonstration of teaching and testing techniques, using children in the demonstrations.
3. Small group/large group discussions, depending on the necessity for total involvement and reaction by participants.
4. Workshop activities to construct evaluation instruments and teaching tools.
5. A book and materials fair to display items useful in individualizing instruction to give teachers an opportunity to practice with some of the instruments.
6. Supervised testing session with one child in which the participant administers an informal inventory of his own construction.

Resource Teacher Component

Four master teachers will be hired, one for each of the elementary schools in the project, for the purpose of assisting the classroom teachers on a continuing basis. These master teachers will be hired from the existing teacher staff if qualified applicants can be found. They should have a minimum of five years of teaching experience or the equivalent, have a major or a specialization in reading, and have demonstrated their ability to work with other teachers through previous in-service workshops or similar means. It is preferred that they have a masters degree, but that qualification can be waived provided related experience is substituted.

Duties. The resource teachers shall work throughout the school day to assist the teachers in one building to individualize reading instruction. With the exception of providing a minimum of once-a-month group meetings for that building, the resource teacher shall provide the following assistance only upon the request of the classroom teacher:

1. Assist in the selection of books and materials that appeal to specific children and are written at their level.
2. Provide information about and directions for use of those items that were presented in the formal inservice training sessions.
3. Provide regular assistance in working out a diagnostic teaching plan for an individual or a group.
4. Demonstrate in the teacher's classroom some of the techniques and materials that can be used to individualize instruction for a particular student.
5. Give an individual diagnosis of a problem case as a service and as a demonstration of how to test and diagnose.
6. Have available for general use a file of materials and books

appropriate for use by the disadvantaged population.

7. Conduct regular (monthly) group discussions related to individualizing reading.
8. Give an appraisal of teaching, especially as it relates to individualizing reading instruction.

Materials Component

Each of the project teachers will be alloted a sum of money to purchase books and materials that meet the individual reading needs of the children in his class. The original recommendation of $2,000 per classroom must be modified according to the overall budget of the project. A minimum of $1,000 per classroom must be made available. Selection by the teachers will be made on the basis of the knowledge and criteria gleaned from the formal in-service training program as well as the personal recommendations of the resource teacher in the building. This purchase should make it possible for each child in the room to read at least five different books right from the classroom library.

All requisitions for these materials must be signed by the building resource teacher and processed through the office of the director of federal programs.

Budget

28 substitute teachers for 5 full days + 8 one-half days @ $20/day	- $ 5,040
4 resource teachers @ $10,000	- 40,000
2 consultants for 5 full days + 8 one-half days @ $300/day	- 5,400
materials	- 49,560
Total	- 100,000

Response Sheet

It seems as if the new Title I reading project is ready to be sent to the state department for review. A series of general program and specific performance objectives have been prepared, and an operating plan is ready. In looking over the plan, Val realizes that something has not been included in it and still needs a little work.

From the point of view of an evaluator, what do you see that needs to be added to the plan in terms of objectives, implementation, or economy? (Make a few notes on what you think is missing.)

objectives

implementation

budget

At what point in the CIPP model are you now? ______________

Omniscient Comment

After having seen the list of refined objectives and the program plan, you may have felt overwhelmed at trying to determine what has to be added. It would be worthwhile, therefore, to review the manner in which an evaluator assesses a program plan as it develops.

The program plan, that is the objectives and the procedures of operation, is a fulcrum on which program evaluation balances. The plan reflects what was learned about the needs and the capabilities of the school system and it sets up the behaviors and the machinery upon which the judgments of success and failure will be made. As an evaluator, therefore, you should spend considerable time and effort on this phase of the enterprise.

It all started when the curriculum committee decided that individualizing reading instruction would be accomplished best through emphasis on training teachers. At that point, your concern was with the question: What program plan is the best means for accomplishing the overall goal? And you came forth with some alternatives and a list of priorities based upon your research.

Later you took on the job of refining the committee's objectives. You refined and expanded them and restated them in terms of specific behaviors.

You had to consider again the resources needed to accomplish the behavioral objectives, and whether or not those were already available in the school system or whether they had to be obtained. Were the books and the facilities ready for increased emphasis on individualization of instruction? What strategies could be used to gain acceptance of

At what point in the CIPP model
are you now? ______________________

the objectives? Are the teachers and administrators willing and able to carry out a plan to increase individualization of reading instruction? Should some pilot study be run to acquaint the faculty with the idea before it becomes an operating entity?

The curriculum committee set up the basic framework of an implementation design. It said that the Title I program would consist of in-service meetings, a resource teacher to provide continuing help, and materials for immediate use in the classroom. A special task force is assigned to write implementation procedures. As an evaluator, you assess the planned procedures on the basis of their relevancy, feasibility, and economy. You also expect the implementation plan to describe a plan for monitoring the ongoing program, for there are many contingency decisions that may arise about what works for reaching the objectives of the program. What are the predicted questions that you will have to answer about the program? Will you be prepared for those questions on the basis of the program plan that has been submitted?

Thus it can be seen that at the program planning stage the content that the evaluator works with is objectives, resources, strategies, an implementation design, and a monitoring system. The criteria that you apply to that content are criteria of relevancy, feasibility and economy. A chart might guide you in this phase of your work.

Intention: Individualize instruction through focus on teacher.

Objectives	Procedures	Relevant	Feasible	Economic
1.				
2.				
3.				
4.				

In view of the intention of the program, check off the matched objectives and procedures against the three criteria.

Relevant. Is it designed to produce a behavior that will promote the individualizing of reading instruction? Is there evidence available?

Feasible. Do we have receptive personnel, adequate facilities? Can we adjust to carry out the program?

Economic. Can the same goal be accomplished through another means involving less expense? Can we afford to do it well?

In order to answer those questions, you must turn to research evidence, consult the practitioners and the authorities, and critically examine the facilities and the materials involved.

In other words, your evaluation procedures would include turning to information resources on reading research, such as ERIC/CRIER, the clearinghouse on research in reading; calling on authorities, such as your consultants or those who have written extensively about individualizing reading; surveying the teachers to get their reaction to the objectives and proposed procedures; setting up a pilot program to see what has to be adjusted when the money becomes available and the full program begins; and of course applying logic and common sense.

Since it is practically impossible for us to go through all of those steps in these simulation training materials, let us assume that Val looked at those aspects of the program plan and applied the criteria. Let us further assume that he had been generally satisfied with most of the implementation plan. But he failed to find a monitoring system in it.

You will recall that the objectives were in behavioral terms, and procedures were given for accomplishing the objectives. But no mention was made of an evaluation design for contingency decisions and congruency decisions and for reporting the results of the program.

How would you go about setting up this needed monitoring system?

Memo

To: Dr. R. Leader
From: Val U. Ator

December
Before Christmas

Subject: Program Plan for Title I

I have reviewed the program plan submitted by the task force. Generally it looks like a workable program.

One major fault that I see is that the task force did not suggest any plan for monitoring the implementation of the program or for appraising the program at the end of the year. In view of the tight schedule we have, I will draw up a monitoring plan and submit it to the task force. That should enable the task force to put objectives and implementation together for a project proposal before the January deadline.

Val

RESPONSE SHEET

What kind of strategy would you use in setting up a monitoring system for the program? Perhaps you could formulate a diagram that will assist you in knowing what data to collect, when to collect it, and how you will do it.

At what point in the CIPP model are you now? ____________________

A monitoring system should be based on the anticipated decisions that can be made about the project. The ability to make decisions depends on the flexibility of a program, the objectives of the program, and recycling possibilities (both immediate and long range). For example, should other teachers participate in a board-financed in-service program next year? This means that a monitoring system must be planned to collect data regarding the on-going activities as well as the ultimate impact of the project. The monitoring system must examine the congruence between stated objectives and procedures and the observed growth toward objectives as well as the performance of procedures. The materials were found in all classrooms. Finally, the monitoring system must be designed to evaluate the effectiveness of the particular program that has been planned. This is often referred to as contingency evaluation. For example, the superintendent of Giz School and certainly the Congress of the United States is interested in an evaluation as to whether this particular program is meeting the broad goal of Title I of ESEA.

How can a monitoring system be planned to consider all these concerns? A first step is to identify those people concerned with the project who have decision making power. Secondly, it is necessary to delineate as nearly as possible the decisions that can and need to be made, and finally to plan measurement and observation schedules which will provide these decision makers with timely, reliable, and valid information that they need to make decisions.

A brief outline of an application of these steps for this project is given below:

Decision Maker	Types of Decision	Data Collection

at what point in the CIPP model are you now? ______________

The chart on the following pages is an attempt to outline a possible structure for organizing a monitoring system for this project. The chart is meant to be neither comprehensive nor to suggest that this is the only structure an evaluator might utilize. Any structure should, however, include some treatment of the major items on this outline.

The first column of the outline, headed Level of Decision, is not meant to suggest that one decision maker is more important than another, but rather is intended to indicate that some decision makers are interested in a project on a micro-level and others on a macro-level.

The second column, Decisions, is one that is always undergoing expansion and modification; however, the evaluator must be able to anticipate as many of these decisions as possible. If he does not, he will be unable to provide the decision makers with valid information when they need it. These decision statements are determined from discussions with the project personnel and from an examination of the project plan.

The third column indicates whether the decision is concerned with congruence between what was planned and what occurred or between the contingency of what could have been achieved and what was achieved. Most of the immediate decisions of the project are concerned with congruencies while longer range decisions are concerned with contingencies.

The fourth and fifth columns are examples of the kinds of data and information that might be collected and possible measures that might be used in order to collect this data and provide a basis for making decisions. The final column indicates the time by when the decision will need to be made. This is extremely important for the evaluator to determine if he is to plan a schedule for data collecting that will provide information as needed. In the outline which follows, "continuously" is written in the Time of Decision column for most decisions. In reality, this would need to be more specific; even if decisions are to be continually considered, a schedule for collection of data should be made.

Title: Schema for Project Monitoring System

Level of Decision	Decisions	Contingency	Congruency	Data
U.S.O.E.	Are Title I programs meeting the broad goals of ESEA?	X	X	Information pertiment to broad goals. (See Applicant's Handbook)
State Title I Office	Is this particular Title I program to be --refunded --expanded --receive smaller allocation --discontinued	X	X	Effectiveness of the program in meeting specified aims; Number of children (disadvantaged) gaining benefits from program's effects.
Superintendent/ Board of Education	What changes are to be incorporated into the program? --budget shifts --staffing --salary changes	X		Monitoring budgeting process Reports from supervisors on staffing needs
	What is the effect of the program in meeting individual and community needs?	X		Random sampling of community support.
	How has the community been informed about the program's merits and needs?	X		Monitoring dissemination of information to media
	What is the performance level of the staff?	X	X	Reports from supervisors, administrator
	Should this program be financed by regular budget?	X		

(Pink)

7

Measures	Time of Decision
Reports from Title I Director Mean gains of participants	When Title I of ESEA appears in Congress for refunding.
Reports from Title I Director Surveys of number of disadvantaged in program population Mean gains on pre-post measures standardized instru.	At the end of project year (fiscal year)
Questionnaires Semantic differentials Public opinion survey Cost accounting analysis	March (or when budget is reassessed for next school year)
Checklists Observation	

B

Level of Decision	Decisions	Contingency	Congruency	Data
Supervisors	Is there co-ordinated effort between consultants, resource teachers, and teachers in implementation of the program?	X	X	Monitoring effects of staff meetings
	To what extent have skills and cognitive awareness of primary teachers been increased?		X	Data pertinent to increased teacher knowledge
	What are the effects of consultants upon teacher change?		X	Sampling of teacher attitude;
	Are sufficient materials available for classroom and professional growth?		X	Quantity of materials needed for continuing program
Resource teachers	What changes are needed within the inservice program?	X	X	Effectiveness of the inservice program in generating change
	Are teachers responding favorably to consultant service?		X	Extent to which teachers employ consultant services
	Are new techniques/materials being implemented?		X	Effectiveness of teachers in locating, using techniques/materials
	Can teachers undertake and skillfully interpret I.R.I.'s and other informal/formal measures?		X	Comparison of pre-training and post-administration, interpretation.

	Measures	Time of Decision
cts gs	Interaction analysis at staff meeting	Continuously
to er	Pre- and post-measures of teacher skill and knowledge of individualized instruction	
	Attitude sample semantic differential	
her	Checklist Questionnaire Observation	
erials inuing		
the m in e	Attitude scale structured visitation	Continuously
teach- ltant	Assessment of consultant-teacher interaction through use of consultant's log book.	
teach- using ials	Sampling questionnaire on teacher construction/implementation of materials	
e- t- inter-	Pre- and post-measures of ability to administer and interpret I.R.I. (video-tape) Interview	

Level of Decision	Decisions	Contingency	Congruency	Data
Teacher.	Are materials/strategies effective?	X	X	Extent to which gains in reading ability occur occur
	What changes are effected in pupil attitude or aspirations?		X	Changes in pupil attitude
	Are techniques for individualization employed?		X	Variety of reading levels diagnosed
	Is outside aid sought and accepted?		X	Effectiveness of supervisory aid in providing counsel

E

[illegible]

7

	Measures	Time of Decision
ins in cur	Pre- and post- measures on formal and informal tests	continuously
ti-	Attitude scales Observation	
	Checklists on individual skill development	
	Time spent in consultation and professional growth	

F

Several months have passed. The project proposal on individualizing reading instruction went to the state office for Title I and was approved. You have been busy in the intervening months trying to get everyone ready for the start of the program. You have also been working on the projects for which you are personally responsible. You have been developing instruments for data collection, validating them and instructing your assistants in how to use them. You have worked very hard at developing a reporting network. Various teachers and administrators have agreed to help you in the monitoring and data collection process. You have also made yourself more familiar with the decision-makers and their idiosyncrasies. You must tailor each of your reports to the respective decision-maker.

But the program is actually functioning now. You have to see whether all your planning will help in the efficient operation of the program and in fighting the fires that spring up.

As the new Title I reading project swings into operation, Val is busy with implementing the project monitoring system. This includes the development of a time table on which Val has listed decisions that are to be made, who is to make them, when the decisions are to be made, and procedures for collecting the data. In addition to decisions to be made, Val has listed a number of immediate and long-range objectives which are to be assessed during the project. Finally, Val has listed on his master plan points at which he is collecting data on the mechanical operation of the project.

To implement this design, Val continues to select and develop data gathering procedures; he meets with project personnel to discuss short term objectives and interprets data to various project people so decisions can be made.

Val has been gathering data on various random groups of teachers to determine if the in-service activities are having immediate effects on classroom practice. He has been informing Mrs. Ima Goodteacher, one of the resource teachers, of the results of these activities and is therefore somewhat surprised when he receives the following memo.

MEMO

TO: Val

FROM: Resource Teacher Halloween

SUBJECT: Reading Program

Val--

I would like to arrange a conference with you as soon as possible. This is the second month of my classroom observations, and I find that several teachers are not attempting to change their program. This group seems to be led by Mrs. Doga Matic. She seems to feel that children are not capable of handling an individualized program and that more control is needed in the classroom. She sees nothing wrong with what she has been doing in the past.

I am afraid her influence may spread. I would like to talk with you before attacking the problem.

Ima Goodteacher

Response Sheet

As the project evaluator, what plan should you have made at the beginning of the project to answer Ima's memo? Obviously she has a problem. She has several alternatives, including not trying to influence Doga Matic. If you had not planned any data collecting at the beginning of the project in regard to this problem, what could you do now?

Space below is reserved for your working notes.

At what point in the CIPP model are you now? ____________

Val's Working Notes

1. I should help Ima to see the problem as clearly as possible. My interpretation is that she is concerned because one (or more) of the teachers are not changing their classroom behaviors.

2. I will talk to her about the data we have been collecting on various random samples of teachers. These indicate that many teachers are making significant changes.

3. We should consider the possibility of more systematic data collecting on those teachers Ima thinks are most resistant to change. We should go cautiously on this, however.

4. I will discuss with her the results of some of the "cognitive knowledge tests." These indicate that almost all the teachers understand the ideas in the in-service project. I will also check specifically on Mrs. Matic's results.

5. I will discuss with Ima several possible alternative strategies for working with Mrs. Matic. Ima probably has several ideas along these lines and we can examine the strengths and weaknesses of each.

Shortly after Thanksgiving, Val is confronted with another evaluation crisis. A memo arrives from R. Leader:

To: Val U. Ator Thanksgiving

From: R. Leader

Subject: Letter from Mrs. Brow

Val --

The attached letter was sent to me from Crabtree over at Benton. Mrs. Brow sounds pretty upset and I'd like to do something before this turns into something big. I'm considering sending out a memo to the parents of all the children whose teachers are taking part in this program. Can you give me some information on this? Has your evaluation been keeping tabs on the effect of teachers' absences on students' performance? Your initial studies didn't include any information about parents, did they? Let me know what you come up with.

Mr. Crabtree, Principal
Benton School

Dear Mr. Crabtree,

I understand from my son, Fairlee, that his teacher will not be in school all of next week. I sincerely hope she isn't ill and am going on the assumption that this is not the case since this seems to be a planned absence. Fairlee has been making wonderful progress with Miss Gone over the last few weeks, and I feel certain that one week of marking time with a substitute teacher will set him back so far that he will be unable to catch up and master second grade work by the end of school. I have spoken to a number of the other mothers in Miss Gone's room, and you can be assured I am not alone in my concern. I am hoping you will tell me how you can justify excusing a teacher from her duties for a whole week. Please keep in mind that not only our children's futures but our tax dollars are at stake.

Sincerely,

Mrs. Wrinkle Brown

Mr. Leader, I wondered if this should be passed on to Mr. ator and his Curriculum Committee.

Crabtree

Response Sheet

This space is for your working notes to respond to R. Leader's memo.

What kinds of information would you gather to help Leader make a decision?

At what point in the CIPP model are you now? ____________

Val's Notes

1. Discuss with Leader his interpretation of the memo in order to get a better understanding of the problem.
2. Determine how soon Leader feels he needs to act.
3. Suggest several facts he might consider before acting, and have plans ready for telling Leader how these can be done quickly. Possibilities include:
    a. Determining parent knowledge of the program through a telephone interview. A random sample of parents could be used.
    b. Collect information on the qualifications of the substitutes.
    c. Monitor classroom activities on the days teachers are absent for in-service program.
    d. Collect information comparing in-services program teachers' absences with the average absence rate.
4. Work with Leader to specify alternative plans to meeting the problem and help him to assess these. Consider criteria for selecting alternative to be followed.

At what point in the CIPP model are you now? __________

Another memo arrives from R. Leader before the christmas holidays.

From: R. Leader Christmas

To: Val U. Ator

Val--

One of the four resource teachers has just announced that she will be resigning at the end of next month due to pregnancy. What information is available to help us decide whether to hire another resource teacher or to spend the extra money on materials?

This is a good year -- only one pregnancy so far! By the way, how are your ulcers?

Q. R.

Response Sheet

Include your working notes of what you would do to respond to Leader's memo.

at what point in the CIPP model are you now? ________________

Omniscient Comment

Val's Notes

1. The problem is clear and the alternatives have been delineated. The job is to gather information to assess the alternatives.

2. Your response to Leader might go something like the following:

Christmas

To: Dr. R. Leader

From: Val U. Ator

Concerning the question as to whether to hire another resource teacher or use the money to buy materials, I have reviewed the teachers' monthy reports and have gleaned from them their reactions to the resource teachers. I have also surveyed the resource teachers log books which contain a listing of their activities and requests for assistance. I had the principals ask for the teachers' comments on their desire for more materials.

The information I have collected is this:

1) Most teachers feel that the resource teachers are contributing much to the new program.

2) Many teachers are requesting individual help sessions or demonstration lessons. All resource teachers have a busy schedule.

3) There have been few comments about the lack or inadequecy of materials. Teachers seem to feel they need to explore the possibilities of the materials already acquired.

P.S. My ulcers are relatively calm. I took your suggestion about eating yogurt.

MERRY CHRISTMAS

At what point in the CIPP model are you now?

A memo arrives from the A.V. Director

To: Val U Ator

From: Sal Video, Director of A-V Services

Subject: Circulation of A-V materials

New Year

Val --

The new A-V materials have been sitting here in the central office for two months now. Only a few items have been checked out, and few teachers have visited the office. I'm very excited about this new equipment and would like to see it in use.

Sal

Response Sheet

This space is reserved for your working notes for a response to the A. V. Director. What are reasons for trouble and how can you help Mr. Video decide on how to get things moving?

At what point in the CIPP model are you now? ______________________

Val's Possible Response

To: Sal Video

From: Val U Ator

I am aware of the problem concerning the A-V materials. I have reviewed the resource teacher's monthly reports on this topic, the A-V circulation log, and I have sampled teachers opinions by interviewing

I have isolated the following possible reasons for the lack of use of the new equipment:

1. Teachers feel uneasy about the actual mechanical operation of some of the equipment. The ways in which the equipment may be used has been demonstrated, but there hasn't been much practice with the mechanics.
2. Teachers find it inconvenient to visit the material center to check out equipment. Some teachers have never been to the new center, and a few do not know where it is located.

I would suggest these possible alternatives:

1. Have a materials center open house
2. Develop a more efficient method of ordering and distributing the equipment.
3. Plan a short session where teachers actually practice using the equipment.

At what point in the CIPP model are you now? ______________________

An educational evaluator may be called upon often to provide help in "crisis" decisions--some of them minor, some quite important. The important point is that he has the monitoring machinery operating, and he can assist the decision makers in modifying the program where the evidence shows a need to change objectives or to change procedures. For example, if reports from the resource teachers indicated that the classroom teachers were not calling upon them for observing teaching and offering suggestions for improvement, it might be necessary to modify the operational guideline that said the resource teacher would observe in the classroom only when asked by the classroom teacher.

The first year of the Title I reading program progressed without too much trouble. Val had other occasions where a decision-maker needed data to solve a crisis. But his ulcer calmed down along the way and that seemed to say something for the project. But Val knew that at the year's end he had to prepare some summary statements about the effectiveness and worth of the program.

He looked at his monitoring plan to see who the major decision-makers were and began jotting notes on the kind of final report he would need to write.

Response sheet

From what you know of the Giz school system and its Title I reading program, can you determine the consumer groups of final report information and the kinds of reports they would need. In other words, how many different reports will you have to prepare in order to meet the needs of the decision-maker consumer?

Decision-making consumer	Brief description of report aimed at a specific consumer's needs.

At what point in the CIPP model are you now? ______________

Omniscient Comment

Most evaluators will find it necessary to prepare several "product" or "summative" reports. The following are examples of the kinds of reports you may have listed as part of your working notes.

Decision-making consumer	Brief description of report aimed at a specific consumer's needs.
Dr. R. Leader	1. Analysis of problem area. 2. Future plans and revisions. 3. Alternatives of program improvement and budget revision recommended.
Board of Education	Progress report: Summary of years' activities and "State of Union" report.
Task Force Committee Curriculum Committee In-service Committee	1. Evaluation of objectives. 2. Problem areas. 3. Equipment and materials, inventories and equipment--usage charts. 4. Student progress reports.
State Title I Office	1. Statistical report. 2. Narrative report. 3. Evaluation.
U. S. O. E.	Formal report of activities, students involved.

At what point in the CIPP model are you now? ____________

EVALUATION PROFILING FLOW CHART

Evaluation, simply stated, involves asking appropriate questions at appropriate times and then gathering data to answer those questions. Ideally, the answers provide the evaluator with useful information to aid in making decisions. Thus, not only does the evaluator gather descriptive data through this method of inquiry, but also acts upon that which he gains, i.e. makes judgments.

The procedures outlined in the accompanying flow chart take into account the logical progression of question-asking (interrogation) which an evaluator may follow through the assessment of a program. The purpose of the chart is to force the evaluator's attention to crucial areas through guiding questions.

The flow chart not only attempts to trace the logic of evaluation, but also to indicate points where data must be gathered and where instrumentation must be appraised. It is intended to serve as a functional tool in many areas of evaluation, i.e. not only for use in a school reading program, but in other curriculum areas as well. Ideally, the answers to the questions posed within the chart should tell a fairly complete evaluation story. It can provide an outline for evaluation in the formative sense- and also act as a summative assessment, which can provide information for recycling.

Robert Stake has said that for a complete evaluation at least two main kinds of data are collected: The first is an objective description of goals, environments, personnel, content, methods and outcomes; the second is personal judgment as to the quality and appropriateness of these goals, environment, and so on. Judgment is defined not in its subjective sense, but rather as based upon objective data or obtained by objective means. Both of these essential ingredients, i.e. description, judgment, are contained within the chart. Necessary, of course, before judgment can be made are criteria by which to judge. Judging then becomes the act of deciding which set of standards, either relative or absolute, to heed. More precisely, judging is assigning to a decision the amount of attention needed for it. The criteria for the decision-making depends upon what is possible at that point in the project, when the evaluation information will be used, the purpose for which it will be used, who will use it, and the purposes of the project.

Facets of the Charting Process

Major sections in the flow chart include: (1) the collection of antecedent variables and the assessment of the need; (2) the identification of objectives; (3) the collection of data to measure objectives; and (4) plans for monitoring and adjusting procedures and objectives.

Direction for Use of the Flow Chart

At this point, unfold the evaluation flow chart. The charting process follows a series of rectangles, circles, hexagons, etc. Each geometric shape represents a decision-making step in the logical evaluation of a program. Rectangles □ represent questions demanding description; small circles ○ pose specific alternative answers to these questions; octogons ⯃ (stop signs) indicate a halt to the process for the purpose of assimilating more information; yield signs ▽ delineate a pause for clarification; and larger circles ◯ demand judgments from the evaluator.

Work through the flow chart by starting at the top with the trapezoid input box, indicating that the evaluator now has a program to be assessed.

Section I: Collection of Antecedent Variables

Following the arrow from the first question, establish whether or not environmental conditions have been determined. Antecedent conditions are defined as those conditions existing prior to teaching and learning. This is analogous to "context" evaluation in the CIPP model. These observations include such descriptions as:

——Population (who is involved)

——Location

——Description of community (resources, interests, etc.)

If the data are not presented or are presented inadequately, the analysis activity is stopped; more data must be collected. To exit into the "uncertain" circle, marked "?", means that the evaluator should clarify and describe antecedent conditions more fully before proceeding.

If the data presentation is adequate, however, follow the arrow through "yes" to the next question which involves the description of needs in four areas: (1) the community; (2) the school; (3) the homes; and (4) the students. If more information is necessary in any one of these areas, take the "no" exit and collect relevant data as indicated.

Next, decide if means are available for meeting the needs the program has outlined. An exit through the "uncertain" pathway implies that systems capabilities need to be assessed in order to answer this question and return to the main flow. Systems capabilities are herein defined as:

——funds

——staff

——advisory aid

——facilities

——materials

——time factors

In short, those effects which contribute to the physical needs which insure a program's success should be assessed.

It is important to consider whether a review of related literature has been undertaken and then to decide whether the review is current. Following these decisions, determine whether the need for additional resources is outlined. Because evaluator judgment is called for, the feasibility of the additional needs is a judgment question (and therefore set in a circle) with a branching effect. If the systems capabilities will match the anticipated need, move through "yes" to Section II. If not, the evaluator must take the "no" exit and attempt an alternate plan. If unsure, more information must be gathered.

Section II: The Identification of Objectives

Intents, in this case, are considered to be broadly stated educational goals rather than the more specific connotation -- student outcomes.

> Intents include the planned-for environment condition, the planned-for demonstrations, the planned-for coverage of certain subject matter, as well as the planned-for student behavior.
>
> (Robert Stake)

Stake believes that intents of a program are effects which are desired, hoped for, and anticipated -- even those which are feared -- the priority listing of all that may happen.

To move from the broader statement of intents to the more specific behavioral objectives is to focus specifically on behavioral outcomes (where possible) and the criteria by which these outcomes will be assessed. This is analogous to "input" evaluation in the CIPP model. A behavioral objective includes who shall accomplish what and by what means the outcome can be measured.

> The student will increase the size of his listening vocabulary by a minimum growth level of 25 per cent as assessed by pre- and post-measures with the Metropolitan Reading Readiness Test administered with a six-month intervening period.

Section III: The Collection of Data

Collection of data directs attention to the program. If the job of collecting data is well done, it is likely that program objectives will be clear. Instruments and techniques utilized in assessing a variable such as student performance should be appraised.

Next, determine whether or not the selected instruments are valid for intended purposes. Unsuitable measures may indicate a stop to reselect instrumentation more appropriate for intended purposes.

Section IV: Plans for monitoring and Adjusting Procedures and Objectives

The last section of the evaluation flow chart focuses attention upon how well objectives are met, as well as providing for modifications as needed. This section corresponds with the CIPP model's "product" evaluation. Consider alternate avenues as well as information dissemination to the program's consumers. Consumers of the evaluation reports and information are such groups as:

——classroom teachers
——principals
——school board/administrators
——reading specialists
——parents/public

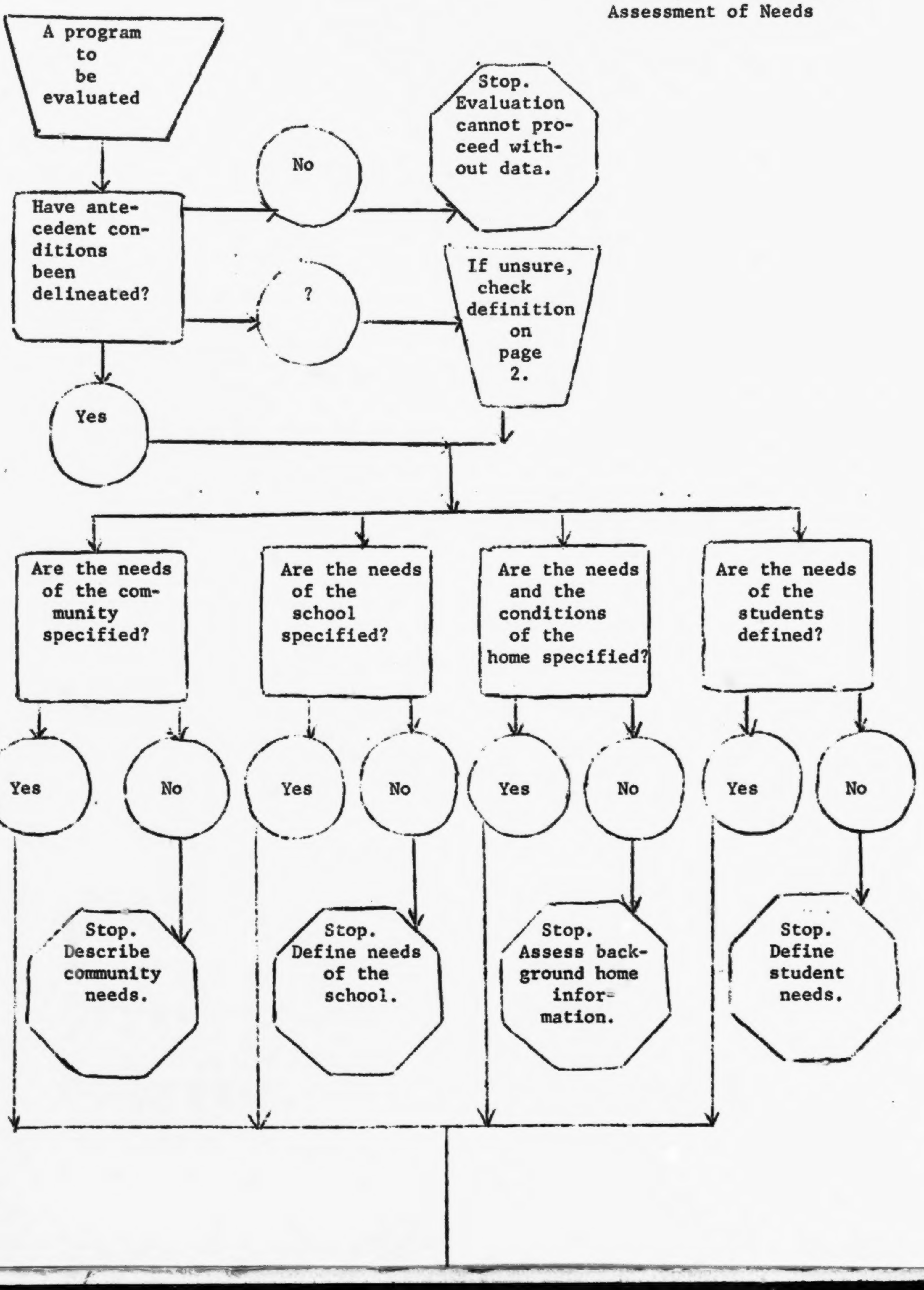
Decide if an evaluation design has been incorporated for evaluating results. In this step and the remaining three, descriptions and judgments are combined into one step processes on the flow chart.

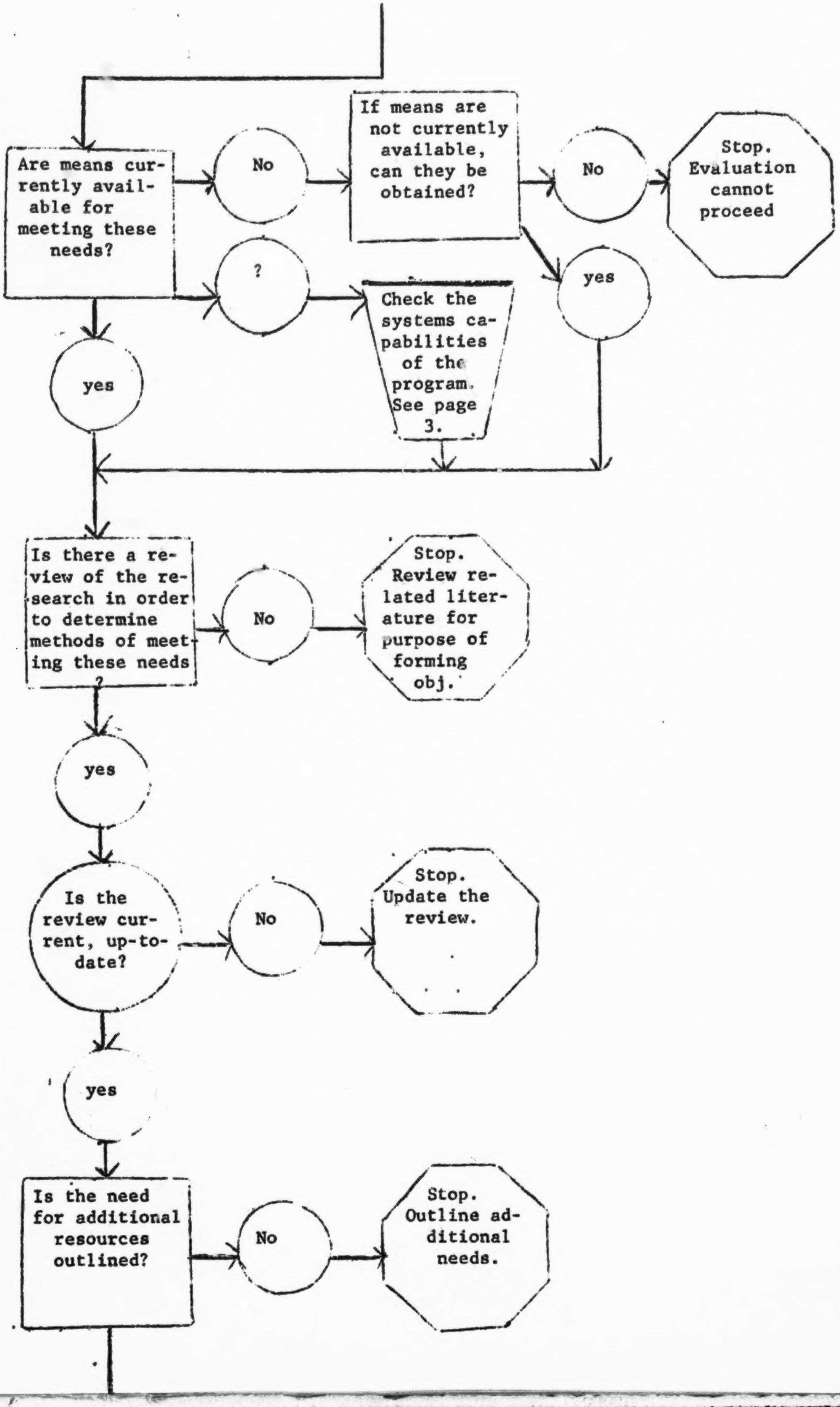
Summary

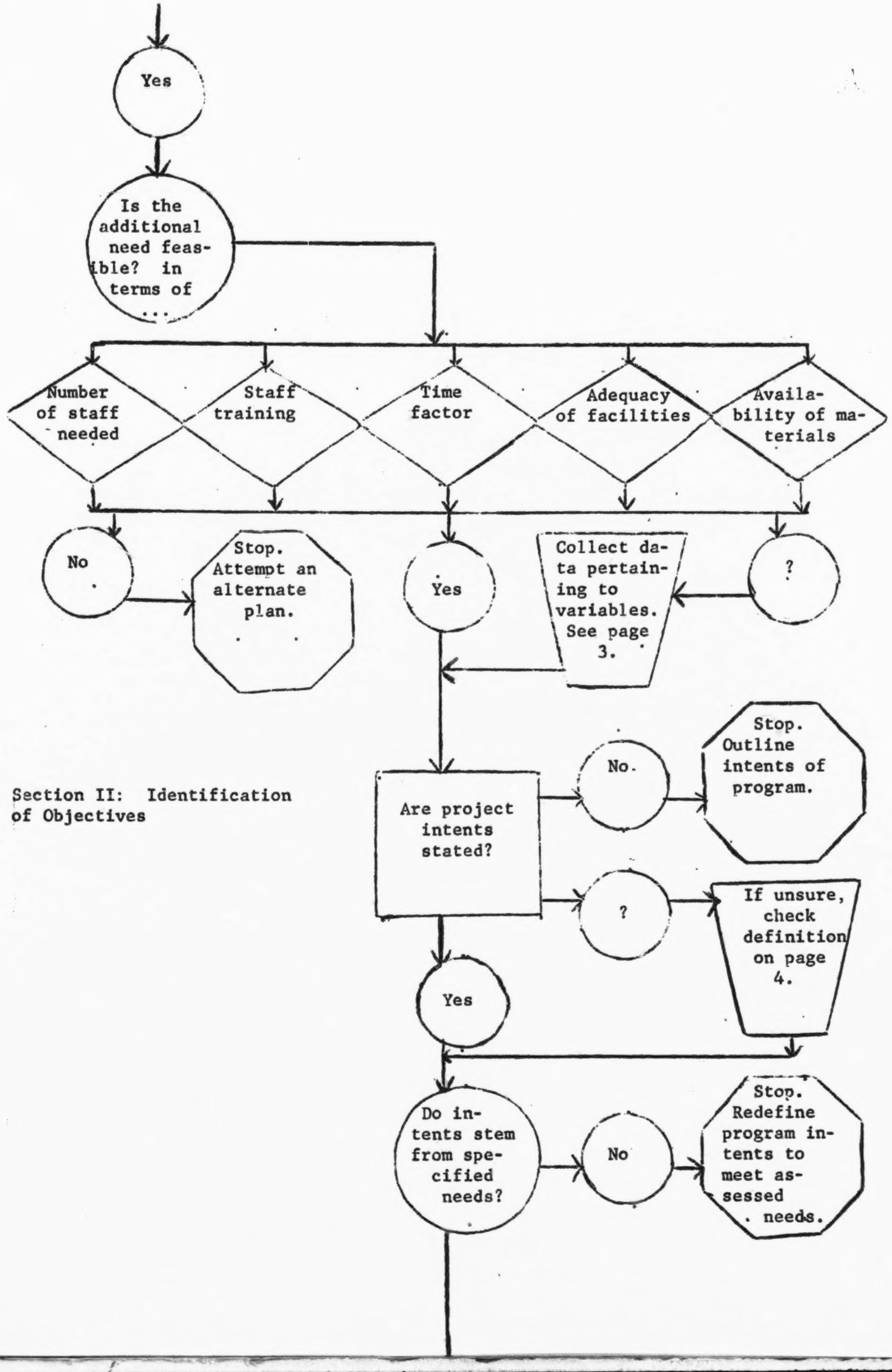
It is unrealistic to assume that any such simplistic attempt to define the logical validity of a program provides a completely adequate evaluation. However, programs designed to improve reading education do rest upon a variety of decisions and depend upon a variety of information in order to make and support these decisions. Therefore, the profiling flow chart attempts to direct attention to the pertinent decision processes in evaluation as well as to the associated information requirements.

EVALUATION PROFILING FLOW CHART

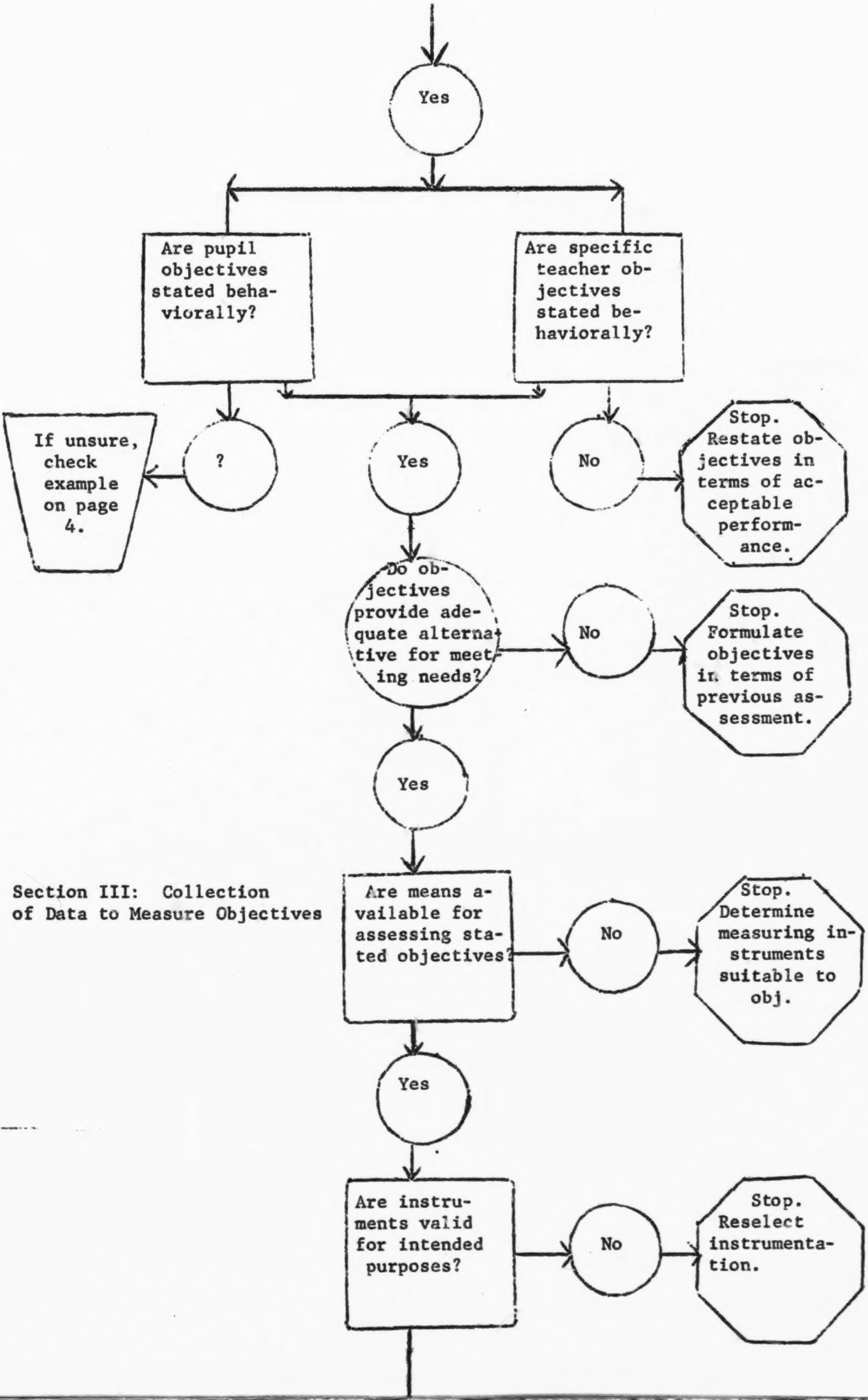
Section I: Collection of Antecedent Variables and Assessment of Needs


A program to be evaluated
Have antecedent conditions been delineated?
No
Stop. Evaluation cannot proceed without data.
?
If unsure, check definition on page 2.
Yes
Are the needs of the community specified?
Are the needs of the school specified?
Are the needs and the conditions of the home specified?
Are the needs of the students defined?
Yes
No
Yes
No
Yes
No
Yes
No
Stop. Describe community needs.
Stop. Define needs of the school.
Stop. Assess background home information.
Stop. Define student needs.


Are means currently available for meeting these needs?
No
If means are not currently available, can they be obtained?
No
Stop. Evaluation cannot proceed
?
Check the systems capabilities of the program. See page 3.
yes
yes
Is there a review of the research in order to determine methods of meeting these needs?
No
Stop. Review related literature for purpose of forming obj.
yes
Is the review current, up-to-date?
No
Stop. Update the review.
yes
Is the need for additional resources outlined?
No
Stop. Outline additional needs.

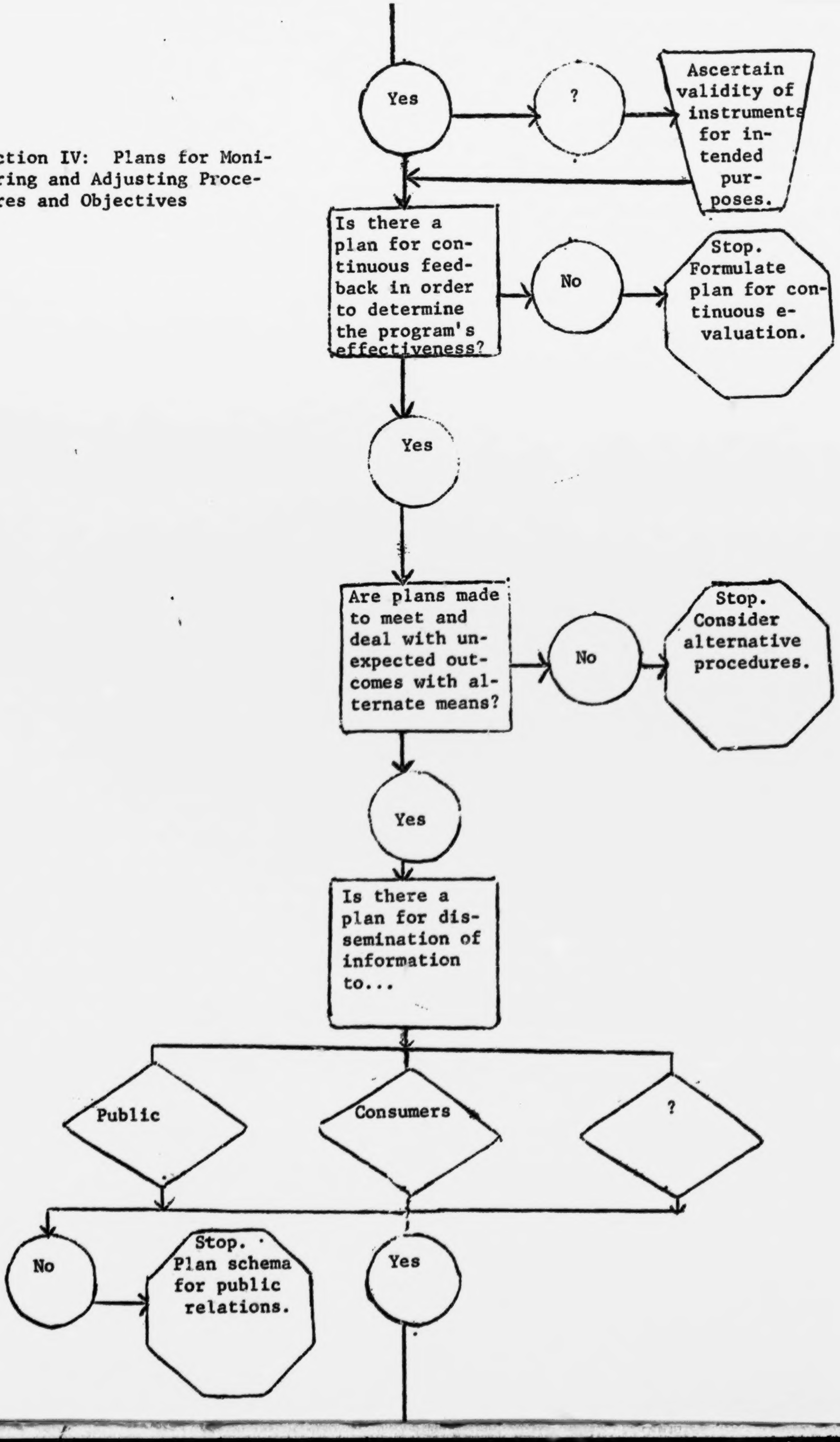

Yes
Is the additional need feasible? in terms of . . .
Number of staff needed
Staff training
Time factor
Adequacy of facilities
Availability of materials
No
Stop. Attempt an alternate plan.
Yes
Collect data pertaining to variables. See page 3.
?
Are project intents stated?
No.
Stop. Outline intents of program.
?
If unsure, check definition on page 4.
Yes
Do intents stem from specified needs?
No
Stop. Redefine program intents to meet assessed needs.

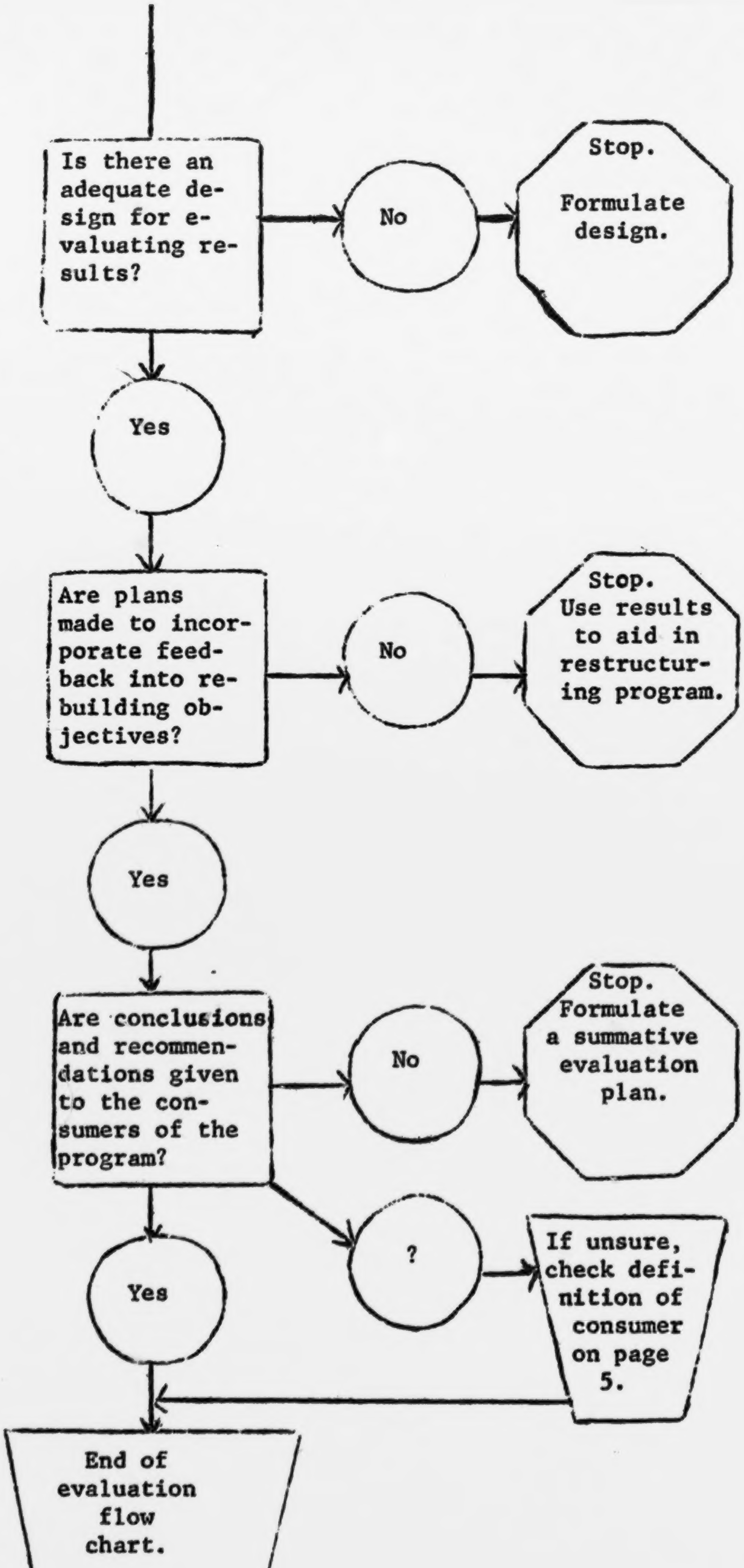
Section II: Identification of Objectives


Yes
Are pupil objectives stated behaviorally?
Are specific teacher objectives stated behaviorally?
If unsure, check example on page 4.
?
Yes
No
Stop. Restate objectives in terms of acceptable performance.
Do objectives provide adequate alternative for meeting needs?
No
Stop. Formulate objectives in terms of previous assessment.
Yes
Are means available for assessing stated objectives?
No
Stop. Determine measuring instruments suitable to obj.
Yes
Are instruments valid for intended purposes?
No
Stop. Reselect instrumentation.

Section III: Collection of Data to Measure Objectives

Section IV: Plans for Monitoring and Adjusting Procedures and Objectives


Yes
?
Ascertain validity of instruments for intended purposes.
Is there a plan for continuous feedback in order to determine the program's effectiveness?
No
Stop. Formulate plan for continuous evaluation.
Yes
Are plans made to meet and deal with unexpected outcomes with alternate means?
No
Stop. Consider alternative procedures.
Yes
Is there a plan for dissemination of information to...
Public
Consumers
?
No
Stop. Plan schema for public relations.
Yes


Is there an adequate design for evaluating results?
No
Stop.
Formulate design.
Yes
Are plans made to incorporate feedback into rebuilding objectives?
No
Stop.
Use results to aid in restructuring program.
Yes
Are conclusions and recommendations given to the consumers of the program?
No
Stop.
Formulate a summative evaluation plan.
?
If unsure, check definition of consumer on page 5.
Yes
End of evaluation flow chart.

AN EVALUATION DESIGN
FOR
PORTSMOUTH, VIRGINIA
TITLE I
FOR
THE EDUCATIONALLY DEPRIVED

Introduction to the Project

The Portsmouth City School conducted a model instructional program financed by monies appropriated under Public Law 89-10, Title I. This program was comprised of three phases: (1) Pre-school Readiness, (2) Ungraded Primary, and (3) Ungraded Elementary. During the 1966-67 school session, the program was operated in seven school centers serving more than 1600 children.

The program was designed to: (1) combat education retardation, (2) enable educationally disadvantaged children to read at levels which more nearly parallel their abilities, (3) improve home-school communications and provide assistance to parents in understanding and aiding their children's educational and social development, (4) enhance the professional growth of teachers, (5) provide medical services toward improved physical development, (6) improve student's modes of verbal communication, and (7) utilize cooperative community efforts to further student progress.

Focus on the Pre-school Readiness Program

Five school centers provided class for pre-school children. These classes purported to develop overall readiness for first grade, and were comprised of approximately twenty students with each teacher. Classes met for four and a half hours during which time the children received a hot lunch.

Academic and social readiness activities were provided for the students with no attempts being made to offer formal first grade level instruction. A team of consultants, representing various disciplines, worked closely with the teachers to provide assistance in understanding the social, psychological, and medical problems of the disadvantaged. In addition, special consultants in reading, math, art, music, and physical education were made available to plan activities to further the overall readiness development of the student. Such a multidisciplinary approach was designed to assist the teacher in providing a well-balanced program of activities that met the needs of each child.

(Developmental-Corrective Programs: An Evaluative Report, 1966-67, Portsmouth Public Schools, Portsmouth, Virginia.)

CONTEXT EVALUATION

I. Collection of anticedent variables

A. Definition of the environment

Six hundred pre-school participants, residents of a downtown, low-rental housing area, comprised the population. Schools involved were as follows:

Target Schools	Number of Classes
Douglass Park Elementary School	4
Robert E. Lee Elementary School	2
Mount Hermon Elementary School	4
Riddick Weaver Center	13
Total	23

B. Needs and Characteristics of the area

1. Students
    a. What are the broad educational needs?

The following areas of needed improvement were outlined by the School Superintendent, Dr. M. E. Alford, at the initiation of the program. This was assumed to be a valid assessment during the first year of operation.

1. Improvement of classroom performance in reading beyond usual expectations.

2. Improvement of classroom performance in other skill areas beyond usual expectations.

3. Improvement of children's verbal functioning.

4. Improvement of children's self-image

5. Improvement of children's daily attendance.

6. Improvement of children's emotional and social stability and/or that of their families.

b. What are the present behavioral and attitudinal development levels of the students in this area?

These were determined by teacher evaluation using a list of expected levels of development compiled by the co-ordinators. No other details of data collection were given.

1. Continuous growth in school adjustment.
2. Development of more secure behavior - insecure and belligerent attitudes disappearing.
3. Development of better self-understanding.
4. Growth in self-confidence, acceptance of self, and respect for others.
5. Improvement in attitudes toward authority.
6. Development of socially acceptable attitudes and behavior.
7. Growth in acceptance of responsibility.
8. Adjustment to challenge of new experiences.
9. Eagerness to participate regardless of capacity.
10. More worthwhile contributions to experiences.

c. In certain identified pupils, what is the level of intelligence?

Individual intelligence tests were given as needed to identified pupils. No arbitrary cut-off point on the Metropolitan Readiness Test was assigned, for which children who scored below were to be referred for individual testing. Neither was the name or the nature of the intelligence test indicated, whether performance, culture-fair, etc.

d. What is the specific reading readiness level of each pupil?

The Metropolitan Readiness Test, a group test, was used as a pre-test for the program participants.

Stage	Boys	Girls	Total
Superior	3	8	11
Above Average	48	64	112
Average	109	121	230
Below Average	59	41	100
Immature	26	21	47
Total	245	255	500

e. What are the specific characteristics of the pupils enrolled in the pre-school program?

The evaluators have assumed that teacher observation was employed to gather the following data on pupil characteristics. Again, no specifics of data collection were given.

Characteristics of the pupils	Boys	Girls	Total
Apathetic	18	23	41
Belligerent	26	18	44
Eager	115	139	254
Insecure	81	69	150
Insufficient motivation	52	39	92
Lack of drive	48	43	91
Poor acceptance of criticism	32	32	64
Poor communication skills	84	74	158
Poor self-concept	79	60	139
Secure	118	149	267
Withdrawn	37	38	75

2. Home

What are the characteristics of the homes of the pre-school students of this area?

The evaluators have assumed that the Advisory Board used a survey-type questionnaire to obtain the following data. However, no specifics of data collection accompanied this collated part:

Students	Boys	Girls	Total
Home Background			
Stable	189	187	376
Broken	51	61	112
Foster	5	7	12
Home-School Relationship			
Co-operative	162	167	329
Interested	155	164	319
Indifferent	36	37	73
Antagonistic	4	7	11

Students	Boys	Girls	Total
Home-School Contacts			
Teacher-made visits	164	173	337
Parent-teacher conferences	196	182	378
Parent-group conferences	67	73	140
Visiting teacher at home	12	20	32
Nurse home visits	14	16	30
Other	58	44	102

C. Available means for meeting these needs

1. Funds. Available $160,000 for Title I, ESEA for financing projects.

2. Staff. 24 teachers, 1 Director of Research, 1 School Psychologist, 2 school psychometrists, 8 curriculum workers, 5 administrators, 1 additional nurse, 1 speech therapist at Riddick Weaver Center, 1 library clerk to assist the librarian, and 1 attendance teacher.

3. Advisory Board. An advisory board composed of principals, instructional personnel, consultants in art, music, physical education and health, and chaired by the Assistant Superintendent for Instruction, coordinated and disseminated program information. The board met monthly to discuss issues of policy, instructional changes, and basic program needs. During the ensuing year, teachers from the various program phases were represented on the Board.

4. Facilities. Thomas Jefferson and Riddick-Weaver Centers had no classroom space available in any of their school buildings due to overcrowding. Rental of YMCA property was continued for conduction of thirteen pre-school classes. Lease costs, covering all expenses except maid service, totaled $1,750.00 per month for ten months.

5. Materials. Materials defined for the program were those which offered "concrete experiences," especially field tours and use of the "more effective kindergarten techniques." Other equipment and instructional materials were purchased for the same centers during the 1965-66 school year. Consumable supplies (crayons, papers, etc.) were funded out of the proposed Title I budget.

II. Aims or intents

The purpose of this program is to provide a pre-school readiness program for culturally disadvantaged five and six year olds eligible to enter school in September. Emphasis is focused on providing an educational program geared to meet individual needs which will:

1. Improve basic communication skills.
2. Develop culturally approved social skills.
3. Develop school readiness.
4. Develop motor skills.
5. Develop concepts and understanding of the natural and physical environment.
6. Develop a better understanding of the immediate environment.
7. Develop a clearer understanding of cultural heritage.

INPUT EVALUATION

I. Identification of Objectives

Having collected the data from the survey, the evaluators and program staff would plan to rework the objectives of the original Title I program proposal to now include specific behavioral measures. Specific behavioral objectives shall be an outgrowth of the general goals of the Pre-school Reading Readiness Program. (See page ten of the Developmental-Corrective Programs Guide.)

By the conclusion of the pre-school readiness program, the child shall be able to identify and remedy readiness deficiencies through the following communication skills:

A. Listening Skills

1. Can follow verbal directions given in simple, declarative statements.
2. Will be able to interpret oral instruction in order to carry out a specific task.
3. Can demonstrate increased attention span by attending to a listening task for a minimum of 15 minutes.

B. Speaking

1. Can express himself when speaking, enunciating clearly so as to be heard and understood by 95% of his classmates.
2. Will increase size of speaking vocabulary by at least 25% as determined by random sample of students on a selected vocabulary measure.

C. Reading Readiness

1. Can identify main idea of a picture of story.
2. Can reconstruct a story in proper sequence through arrangement of pictures reflecting main events.
3. Can participate actively in dramatizations of poems and stories and has done so a minimum of 5 times.
4. Can demonstrate grasp of word relations as evidenced by ability to form plurals, experiment with syntax, etc.

5. Can demonstrate ability in auditory discrimination so that he can both recognize and supply rhyming words.

6. Can demonstrate visual discrimination by identifying similar and dissimilar letters and words.

II. System Capabilities

A. Evaluation of existing research

The evaluators feel that a comprehensive review of the research is essential as part of input procedures. Sources of current research should also be continuously monitored to determine possible alternatives.

B. Budget Capabilities

Funds allocated provided for proposed expenditures with the following percentages of expenditure noted:

Item	Per Cent of Total Budget
Administration	1 *
Instruction	76
Attendance	1
Health	1
Transportation	3
Operation of Plant	1
Fixed Charges	8
Food Services	5
Capital Outlay	4

*Evaluation staff funds to be supplied from this 1 per cent.

C. Medical reports

1. Each child was to be examined by a physician prior to participation in the program.

2. Each child was screened for adequacy of sight and hearing.

D. Materials

Staff evaluation through checklists shall be used to determine the adequacy of materials for teacher purposes and procedures, i.e. whether materials are abundant and varied for meeting the needs, interests, and abilities of pupils in pre-school readiness classes.

E. Services

1. Brunch service. Daily brunch served to each attending pre-schooler to be funded at $0.30 each for 600 pupils.

2. Health service. One additional nurse and speech therapist were obtained for the area of greatest pupil concentration.

3. Attendance service. An extra full-time visiting teacher was employed to service the homes of the approximately 600 pupils.

4. Library service. A library clerk was employed to provide assistance to the librarian thereby providing more adequate library service.

F. Facilities

Continued rental of the aforementioned YMCA property; however, no additional space available in any of the school buildings associated with the Thomas Jefferson-Riddick Weaver Centers.

III. Dissemination of evaluative data

To local school officials, Virginia State Department of Education, and to press, if necessary.

IV. Decisions to be made

A. Do identified objectives seem to provide the best alternatives for meeting overall aims?

B. Is sufficient input available to insure a functional program?

C. In what way can research results best be utilized?

D. Is in-service training a possibility for building teacher interest and enthusiasm?

E. Do the system capabilities (services, materials, budget) indicate adequacy for the proposed program?

F. Is the proposed budget adequate, covering all facets of the program in appropriate proportions?

G. Have dissemination of data and other areas of school-community relations been adequately provided for?

PROCESS EVALUATION

I. Objective: to determine how well the following stated instructional procedures are functioning.

Objective	Procedures	How data are to be collected
A. Listening		
1. Will follow verbal directions given in simple, declarative statements.	Provision of special purposeful experiences following from a sequential skill building process, i.e. distinguishing sounds.	Teacher observation as to whether pupils have learned to listen to and carry out directions; Parents observation related to these same factors.
2. Will be able to interpret instructions given orally in order to carry out a task.	Special listening experiences provided from records, tapes, and films; giving directions leading to application of directions in some assigned task. (May involve more than one statement).	Teacher evaluation, administrative and supervisory staff evaluation can check ability of pupils to perform a set of instructions such as paperfolding.
3. Will demonstrate an increased attention span by attending to a task for a minimum of 15 munutes.	Listening to stories and poems; listening to tapes and recording.	Teacher judgment to determine whether the child can listen critically for increased periods of time. (Up to 15 minutes in one sitting by end of the instruction).
B. Speaking		
1. Will express himself when speaking, enunciating clearly so as to be understood by 95% of his classmates.	Opportunity to participate in observing and discussing and storytelling.	Teacher-pupil evaluation; Criteria checklist for effective oral communication.

2. Will increase the size of the speaking vocabulary. A random sample will make a minimum growth of 25 per cent gain over previous measure.	Observing and discussing; Language kits; Word games; Storytelling.	Pre-school Readiness Test (Metropolitan) pre- and post-tests; teacher observation to observe expanded vocabulary; Working with random sample of students with P.P.V.T. We will expect an increase of 25 per cent increase from Form A to Form B.
C. Reading Readiness		
1. Will identify main idea of a picture of story.	Language kits; Observing and discussing.	Teacher observation/evaluation - setting standards.
2. Will be able to reconstruct a story in proper sequence through pictures of main events.	Language kits; storytelling	Pre-readiness Inventory Practice Exercise and again at the end of the session.
3. Shall be able to participate in dramatizations of poems and stories and shall have to do so a minimum of 5 times.	Dramatizations; Role-playing.	Checklist and/or Anecdotal records.
4. Will demonstrate grasp of word relations as evidenced by ability to form plurals, experiment with syntax, etc.	Listening games and activities.	Pre-school Readiness Inventory; Change asseseed by sample tapes of normal conversation.
5. Will demonstrate discrimination so that he can both recognize and supply rhyming words.	Records, tapes, films; Poems; Word games.	Metropolitan; Teacher observation and evaluation; setting standards.

6. Will demonstrate visual discrimination by identifying similar letters and words.	Techniques for purposely calling attention to similarities and differences in letters and words; Tracing, matching, selection of different symbol from the group.	Metropolitan; Pre- and post-tests; Teacher observation; Pupil skill checklist.

II. Procedures: How the data was collected

- A. Metropolitan Readiness Test (pre- and post-tests)
- B. Pre-school Readiness Inventory
- C. Teacher observation/evaluation setting standards
- D. Teacher-pupil evaluation. Awareness of acceptable standards of speech.
- E. Supervisory and administrative staff observation and evaluation.
- F. Pupil self-analysis
- G. Peabody Picture Vocabulary Test (Forms A and B)
- H. Home-school contact
    1. Parent-teacher conference via structured interview
    2. Parent-group conferences - informal discussion and evaluation
    3. Visiting teacher home visits - as need is evidenced by severe attendance problem
    4. Nurse home visits - use of checklist of pupil health habits shall indicate need
- I. Records
    1. Use of anecdotal records on pupil interaction, participation, and language patterns.
    2. Use of individual pupil progress checklist as skills and behaviors are demonstrated.
    3. Use of attitudinal checklist (pupil) (see p.9 of Guide.)
- J. Evaluative-program staff interaction
    1. Use of group conferences
    2. Teacher-evaluation staff interview
- K. Measurement of pupil progress
    1. Pupil gains in skills assessed by individual sequential skill checklists.
    2. Attendance percentages will be calculated to be compared within and among classes from previous years.

*3. Growth in confidence will be assessed by teacher observation, based upon voluntary contributions, class participation, increasing pride in work, etc.

*4. Parent interest will be informally assessed through interview, participation, etc.

* assessed unplanned outcomes

III. Decisions to be made

A. Are the instructional procedures effective, providing the most efficient means for meeting the objectives?

B. Does pupil growth reflect the effectiveness of instructional procedures?

C. What implications for change are evident?

D. Does the program provide for outcomes in all priority areas (attitude improvement, interest development, and habit improvement, e.g.) as well as skill areas?

PRODUCT EVALUATION

I. Objective: To determine whether project objectives have been met

II. Procedures

- A. Recording and analysis of materials used.
- B. Use of Metropolitan Readiness post-test results to be used for assessment of individual gain.
- C. Evaluative-staff recording and analysis of research data.
- D. Teacher questionnaire to determine attitudes toward and interest in program's continuation.
- E. Teacher interview to determine program's weaknesses and strengths.
- F. Teacher interview to determine attitudes and interest in program's continuation.
- G. Teacher-pupil interview to determine attitude.
- H. Medical check to assess change in health patterns.
- I. Teacher self-analysis sheet to view individual self-adequacy for task.
- J. Use of Peabody Picture Vocabulary Test (Forms A and B) to a random sampling of children to assess vocabulary growth.
- K. Dissemination of information to Virginia State Board of Education.
- L. Development of a plan for suggestions for improvement and further growth.

III. Decisions to be made

- A. What are implications for continuation of program?
- B. How is the analysis of change being effected?
- C. Could alternative evaluative measures provide more valid and reliable data?
- D. What are the program's major strengths/weaknesses as determined by collection and analysis of data?
- E. Was research continually monitored for new findings and suggestions for possible alternative?

Statement of the Model Plan

The Stufflebeam CIPP Model was chosen as the evaluation design for the assessment of the Portsmouth, Virginia, Title I, Developmental - Corrective Program for the Educationally Deprived. The evaluators have assumed a summative role for the most part, viewing the project without direct participation in its context or input. From this vantage point, the comments on the following pages seemed to grow out of further needs of the program and supplementary data felt to be essential if the program is to continue. Our goal has been to provide a design suitable for evaluating the objectives, content, and effectiveness of the Pre-school Readiness Program, especially in regard to reading instruction.

COMMENTS

From analysis of the Portsmouth, Virginia, Title I Project, the evaluation staff has been favorably impressed with adequacy of the program design, its long range goals, and systematic structure. Over-all, the program seems to set forth needed improvements and then pursue them with detailed instructional procedures and evaluative plans. The most evident needs for supplementary data are noted according to the CIPP model outline and are listed below:

I. Context Evaluation

A. Survey of the community setting

Through questionnaire, to a random selection of residents and businesses within the area, an assessment of facilities, (hospital, libraries) occupations of the residents, leisure time pursuits, community attitude and interest should be made. Sociological attitude scales should make this assessment.

B. Survey of school facilities

In order to determine if the following are available, the evaluation staff should survey for adequate space, health and safety features, library facilities, adequacy of instructional materials, community resources, adequate play area, etc., possibly utilizing USOE criteria.

C. Survey of teachers and administrators involved

Assessment should be made through questionnaire of the staff's experience teaching the disadvantaged, cultural background, experience with pre-school children, attitude toward project, years of residency, area of residency, and leisure time pursuits.

D. Survey of participating children

1. To supply additional information on the children, both parent questionnaire and pupil interview should be used to assess stability of the home, experiential background, children's interests, informal assessment of language skills, and attitudes toward school.

2. The cut-off point of the Metropolitan Readiness Test should be specified so that individual mental testing can be done on some systematic basis.

3. No one individaul intelligence test was specified. The evaluative staff suggests use of a performance measure (rather than verbal) or a culture-fair test (such as Ravens Progressive Matrices)

E. Evaluation by program staff of the effectiveness of the previous pre-school program's goals and objectives should be made through a survey of cumulative records of first grade academic, emotional, and social adjustment of children who have completed the previous program. Strengths and weaknesses of the earlier program to be specifically outlined.

F. From an assessment of Materials via a checklist of specific questions similar to Evaluation of Elementary Textbooks (X530handout), materials necessary for the readiness program can be evaluated as to effectiveness.

II. Input Evaluation

A. Because the objectives for the Pre-school phase were listed in general terms and specified neither specific behavioral outcomes nor criteria by which to determine if objectives had been met, the evaluators have suggested reworking the objectives in view of the types of outcomes expected.

B. Since no specific mention was made of review of research in the area of readiness, the evaluators have proposed and subsequently input such a review. Current sources of research such as ERIC/CRIER should be continually monitored.

C. An increase in administrative expenditure shall be necessary to include salary provision for the evaluation staff. The percentage shall be raised from one per cent to five per cent with the remaining item expenditures supplying the fund increase.

D. A review of the amount of information and evaluative data disseminated to local school officials, Virginia State Department of Education, and to the press shall aid in determining if community relations and feedback are being maintained at optimum level.

E. An in-service teacher training program is felt to be essential, especially so if teachers and staff show lack of experience with the educationally deprived. An attempt should be made to acquaint teachers with the goals of the program and to enlist their aid in planning and producing materials and curriculum guides. Attention should also be directed toward building teacher awareness and enthusiasm.

III. Process Evaluation

A. As specific instructional procedures are outlines, the *Guide* shall be made more readable in that objectives, instructional and evaluative procedures are graphically aligned so that corresponding procedures can be readily identified.

B. Specific teacher observation forms, survey forms, pupil skill checklists, structured interview forms, etc. should be constructed or obtained if valid ones are already available.

C. More specific uses and types of teacher and staff records should be explained. Anecdotal records, especially, could become intrinsic to evaluation of pupil participation.

D. Measures of pupil growth in all skill and behavior areas shall be collected for assessment of planned as well as unplanned outcomes.

E. Evaluative measures must be carefully evaluated in terms of the objectives they purport to assess. Rationale behind selection of measures should be accessible and sound.

IV. Product Evaluation

A. Materials. (See PART FOUR, Comments, Context Evaluation, F.)

B. Continued Review of Research. (See PART FOUR, Comments, Input Evaluation, B.)

C. From the collated data, specific implications shall be arrived at for continuance of the program, including provision for continuous formative and summative evaluation.

D. Plans for future formative evaluation shall be considered in view of PART FOUR of this evaluation design.

Evaluator's Evaluation

An evaluator who does not scrutinize his own activity will not survive the rigors of his own job. There are two kinds of questions an evaluator ought to pose to himself. One asks whether he has done a fairly complete job, and the other asks whether the evaluation meets scientific criteria or not.

Is the evaluation satisfactory in its completeness? A complete evaluation plan would provide for the following:

_____complete description of the setting
_____multiple objectives
_____encouragement of program modification
_____information at the critical decision points
_____feedback at decision points
_____provision for multi-level evaluation (decisions)

Would you call Val U. Ator's plan a complete evaluation?

Does the evaluation stand up to scientific criteria? Evaluation activity produces information that can be used to make decisions about educational programs. That information must stand the test of scientific criteria if it is good evaluative information and it must also meet the criteria of utility if it is to be used by decision makers.

The scientific criteria are these:

1. Internal validity. The information provided by the evaluation must display a reasonable correspondence to the phenomena which it purports to describe or interpret. It must have fidelity, or, in the layman's sense, it must be true.

2. External validity. The information must be generalizable to similar situations beyond the one in which it was collected. Particularistic data have little utility. If for example data relating to the effectiveness of an innovation could not be interpreted as also holding in classrooms other than the ones in which they were collected we would gain little in deciding whether to adopt or not.

3. *Reliability*. Here we are concerned with the *replicability* of the data. If a repetition of the evaluation did not produce essentially similar findings we should be concerned that the findings were simply random and therefore meaningless.

4. *Objectivity*. Here our concern is with the *publicness* of the data. If they are private in the sense that only particular persons would so interpret them, i.e., that not all competent judges would agree on them, we can only wonder about their true meaning.

In addition to these four general criteria that could be invoked in relation to any information, certain special criteria of practical utility must be met by evaluative information. These are:

5. *Relevance*. The information must relate to the decisions to be made.

6. *Significance*. The information must be weighted for its meaning in relation to the decision. Not all relevant information is equally weighty. The culling and highlighting required is a professional task that justifies the inclusion of a reportorial expert on the evaluation team.

7. *Scope*. The information must relate to all aspects involved in the decision. If there are six alternatives to be considered information that applies to only four lacks scope.

8. *Credibility*. The information must be *trusted* by the decision-maker.

9. *Timeliness*. The information must come in time to be useful to the decision-maker. The evaluator must guard against the scientific value that argues against publishing findings until every last element is in. Late information is worthless information. It is better in the evaluative situation to have reasonably good information on time than perfect information too late.

10. *Pervasiveness*. The information must get to all of the audiences (i.e., to all of the decision-makers) who need it.

11. *Efficiency*. It is possible for an evaluation to mushroom out of all proportions to its value. The imprudent evaluator may produce a mountain of information whose collection imposes an intolerable financial drain. Proper application of the criteria of relevance, significance, and scope should remedy the grossest inefficiencies. But even the information proposed to be collected meets all of these criteria, there are probably still alternative ways for collecting it that differ in terms of the time, costs, personnel, etc., that are required. The criterion of efficiency will guide the evaluator to the appropriate alternative.

An evaluator who can say, after careful examination, that his evaluation design will produce information that conforms to all of these criteria can be assured that he is doing his job well.

Egon G. Guba, "Evaluation: The Process of Stimulating, Aiding, and Abetting Insightful Action," An Address Delivered at the Second National Symposium for Professors of Educational Research, Sponsored by Phi Delta Kappa, Boulder, Colorado, November 21, 1968, p. 65-67.

Review of the Evaluation Training Package

by

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1970

This study was supported in part by a grant from U.S.O.E., H.E.W., Bureau of Research, Contract #OEG-0-9-090473-4231 (010)

Review of the Evaluation Training Package

by

Harris, Smith and Farr

This review consists of three parts. First, the four specific questions raised in a letter from Carl Smith (April 8, 1970) are answered. Second, major criticisms are raised that might call for rather extensive rethinking and rewriting of the package. Third, minor criticisms that deal with editing, style, and other incidental matters are presented.

Part I.-Criteria suggested by C. Smith

A. Does the reader take away the notion that evaluation is a continuous process which begins with the planning stages and extends through the termination of a project?

Definitely. This goal is achieved with greater success than perhaps any of the other three goals. The actions of Val U. Ator in shaping the work of the various committees into an evaluation model comes through especially well. The emphasis on behavioral objectives is excellent and could be emphasized even more (e.g. On page 41, Val's rejection of the curriculum committee's objectives could be used to instruct the reader. A discussion on page 43 might illustrate for the reader why Val's objectives are better.).

The achievement of goal number one might be strengthened by the inclusion of more specific evaluation techniques to demonstrate how data can be obtained. For example, on page 20 the reader is referred to the Taxonomy of Evaluation Techniques for suggestions regarding instrumentation. The following page might then offer a variety of techniques (especially informal ones such as a teacher's daily log, checklists, questionnaires, etc.) to instruct the reader on possible alternatives. This suggestion can be generalized to the entire package. The novice evaluator seldom appreciates how everyday occurences can provide useful data. This package could help him tune in on such opportunities. (Incidentally the Taxonomy is inadequately referenced on page 20. Such an excellent resources should be identified specifically.)

B. Does the reader see that evaluation demands a constant recycling of information in order to make decisions about educational programs?

This is abundantly clear in the flow chart, but not always demonstrated in the several incidents presented (e.g. note from Ima Goodteacher, letter from Mrs. Brow, and memo from Sal Video). On the other hand this goal is handled very well in the case of the pregnant teacher (page 71). The major difference seems to be in the kind of information gathered. In the latter case specific information such as teacher's requests for help and the current use of materials is gathered. In the other instances, the evaluator is found exploring Dr. Leader's feelings and telephoning parents. Consequently little recycling of information is evident since the data are so elusive and vague (see especially page 66).

C. Does the reader understand that educational programs should have built into them the prescription that continuous change is a necessary and desirable function of curriculum development?

I'm not sure. This would be clearer if some change did occur in the program described. As it now stands, the program goes on pretty much as planned. The pregnant resource teacher almost caused a change but evidently did not in the long run since enough instructional materials were available. I'd strongly recommend that a major problem develop-one that makes evaluation crucial- and causes a change from the original plan. On the other hand, maybe such a revision is not justified for meeting this objective. A small problem or two might make the point equally well but ameliorate the weakness I perceive to exist.

D. Are the tasks presented useful for helping the reader apply the knowledge contained in the package?

The tasks are quite good, on balance. Several seem trivial, but, of course, such events occur. I find a need for "harder" questions- instances where the decisions are more significant than those presented.

In addition, the tasks are too often left open-ended. If instruction is the goal, then better feedback is needed for the reader to know how his response stacks up. Single right answers are not what I have in mind. However, on pages 20, 26, 29, 40, and 50, I produced responses but was unable to judge their appropriateness because the package goes on without adequate explanation or instruction. In fact, the package needs to do more "lecturing" or instructing at several points. When I've tried a task, I'm eager to know how the authors would respond and why. The why gets short changed (as in the case of behavioral objectives, or on pages 15-16- how do I determine needs or assign priorities?). (Some discussion is needed that teaches how the authors came up with their listing on pages 14-15.)

Part II.-Major Criticisms

A. The CIPP model is used throughout this package. The authors indicate that other models are equally appropriate. I am struck by the appropriateness of a good problem solving approach ala Dewey and others. Is it really necessary to "overpower" the typical Title I evaluator or supervisor with such a grand design? Certainly some special focus would have to be given to the familiar problem solving model, but I wonder whether the usefulness of the package wouldn't be enhanced. The reader might feel more comfortable and ultimately incorporate more of the ideas contained in the package into his work.

Another approach would be to help the reader see how similar the CIPP model and a good problem solving approach are. In this way the difficulty of learning the vocabulary of the CIPP model would be reduced since direct parallels can be drawn (e.g. identifying the problem vs. context evaluation, etc.).

B. As mentioned in Part I of this review, more specific examples of data collection are needed. At the same time, the use of data to actually change or redirect certain aspects of the program is needed. The examples given are too abstract and in most cases cause no program changes.

C. The total package needs more instruction built in. I wouldn't mind seeing a journal article or exerpt from a paper inserted occasionally to build background. Specific examples were given earlier; page 21 illustrates the type of material that ties ideas together for the reader.

Part III.-Minor Criticisms

A. The opening statement needs some perspective. The audience is unclear. I gather this is an oral presentation; it needs editing to put it into written form.

B. Page 1-second paragraph- What are the six steps? I got lost after number one.

C. The Tables (A & B) appear as inserts. Nowhere does the text refer to them or tie them into the presentation. Are they a summary or what?

D. The names of your characters occasionally distract and even prejudice the reader. Part of being an evaluator is assessing the strengths and limitations of co-workers. You're names are labels. On the other hand, some humor helps so don't get too stoic.

E. The questions regarding where we are in the CIPP model merit some feedback for the reader.

F. While it is impossible to go through all the necessary steps on page 53, couldn't one objective be illustrated? This would make the discussion more concrete especially if data collecting processes were suggested.

G. Along about page 57-58 a reminder concerning what congruency and contingency evaluation are would help immensely.

H. Either the problem is poorly defined or the alternatives are poorly conceived on page 66. The notes are very vague.

I. By page 69 I've given up on making notes because I get no feedback on them anyway.

J. The "Flow Chart" would be much more understandable as a one page foldout. Chopped up, it's rather meaningless.

K. The case study on Portsmouth is excellent. Could it fit in earlier, perhaps as a report Val U. Ator reads?

L. The data collection techniques in the Table headed "Process Evaluation" would be helpful earlier in the package.

M. "Data" are being used occasionally as if it were singular.

Appendix H

Response Sheets

RESPONSE SHEETS

Evaluator:

Please respond to the items on this and the following response sheets. These items concern your "at home study" of the evaluation materials and the evaluation report you provided us with the U.S.O.E. Evaluation Survey.

1. Briefly outline the design used in the evaluation described in the report you sent us.

2. Has the study of the materials changed your view of evaluation? If so, how?

3. In light of the materials studied (simulation exercises), describe how you would proceed differently in evaluating the project described in the report that you sent us.

   A. How you would proceed differently concerning identification of needs.

B. How you would proceed differently concerning the statement of objectives.

C. How you would proceed differently concerning evaluation activities during program operation.

D. How you would proceed differently concerning evaluation of final results.

Appendix I

The Evaluation of Reading Behavior

THE EVALUATION OF READING BEHAVIOR*

by

roger farr

Teachers generally administer reading tests for two major reasons: First, they want to determine their students' functional reading levels. Second, they hope to learn something about their students' reading skills development. An examination of standardized reading tests leaves one in considerable doubt as to the validity of standardized tests for achieving either of these purposes.

In the first place many tests which are of questionable validity continue to be used by test consumers. Oscar Buros in the Preface to the Sixth Mental Measurements Yearbook (1965) makes this point quite cogently:

> Unfortunately, the rank and file of test users do not appear to be particularly alarmed that so many tests are either severely criticized or described as having no validity. Although most test users would probably agree that many tests are either worthless or misused, they continue to have the utmost faith in their own particular choice and use of tests regardless of the absence of supporting research or even of the presence of negating research. When I initiated this test reviewing service in 1938, I was confident that frankly critical reviews by competent specialists representing a wide variety of viewpoints would make it unprofitable to publish tests of unknown or questionable validity. Now 27 years and five Mental Measurement Yearbooks later, I realize that I was too optimistic. [1]

Buros then goes on to say that he is more confident than ever of the accuracy of the following statement from the introduction to Tests in Print:

> At present, no matter how poor a test may be, if it is nicely packaged and if it promises to do all sorts of things which no test can do, the test will find many gullible buyers.

Determining Instructional Levels

If a teacher attempts to use a standardized reading test to determine students' functional reading levels, he will face several major problems.

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*Reprinted by permission from the Bulletin of the School of Education, vol. 45, no. 6, Nov., 1969, james d. walden, ed., pp. 101-111, Indiana University.

The most important of these problems is that there exists considerable doubt as to whether the grade norms provided by the test publisher are valid indicators of the students' instructional levels. Several researchers have investigated this problem by comparing students' performances on informal reading inventories with their performances on standardized reading tests.

The comparison of standardized reading tests and informal reading inventories has been suggested by Johnson:

> Standardized tests rate an individual's performance as compared to the performance of others. By contrast, an informal inventory appraises the individual's level of competence on a particular job without reference to what others do. 2

Johnson goes on to suggest that the classroom teaching can determine appropriate levels for independent and instructional work through the use of an informal reading inventory. The informal reading inventory, or IRI, is composed of a series of graded paragraphs which are read orally by a subject to an examiner. As the subject reads, the examiner records the word call errors and then checks the subject's comprehension of the material read.

Betts[3] studied the interrelations of standardized reading tests designed for fifth grade pupils and informal reading inventory performance. In his conclusions, Betts made the following points:

1. The results from a given test are not highly comparable with the results secured from another test.

2. None of the standardized reading tests used in this study provide an accurate index to the levels at which reading instruction should be initiated for the low achievers. For example, 11 percent of the pupils in this fifth grade experienced difficulty in typical third grade reading activities, but only one of the standardized

tests used placed these pupils below third grade. However, the tests did identify the low achievers needing further analysis of their reading difficulties.

In a more recent study, Glasser[4] compared the functional reading levels of retarded seventh grade and advanced third grade students to their scores on the Gates Reading Survey. All of the students in both groups had scored between 5.0 and 5.9 on the Gates Test. He reached the following conclusions in his study:

1. The instructional levels of the advanced and retarded readers were consistently lower than the levels of their standardized reading test scores with a slightly larger spread evident for retarded readers.

2. Sixteen (52 percent) of the retarded seventh grade readers reached frustration level in passages of fifth grade difficulty; 17 (57 percent) of the third grade pupils met the criteria for frustration at this level.

3. Inspection revealed that the instructional levels were consistently below the standardized reading test scores for the two groups.

4. Providing reading instruction and materials for students on the basis of standardized reading test scores could hinder their progress and possibly affect their attitude toward reading.

In summarizing the findings of those studies in which standardized reading test performance has been compared to informal reading inventory performance, there are several generalizations which seem appropriate. First, it is important to remember that the purposes for the two types of tests are different. Most test publishers do not suggest that the grade norms should be used as indicators of the levels at which reading instruction should be provided. Second, informal reading inventory performance based on one set of materials or basal readers may be quite different from performance assessed through another set of materials. If an informal reading inventory is based on the materials used for classroom instruction, students will perform better than when they are examined with an unfamiliar set of materials; it is probable, however, that estimates of student performance based on classroom instructional materials would be of the greatest value to teachers. Third, any comparisons between IRI performance and standardized test scores are entirely dependent on (a) the standardized test used, (b) the materials used for the IRI, (c) the criteria used to evaluate the IRI performance and (d) the ability and skill of the examiner in recording errors and judging IRI performance.

Finally, it seems that IRI's are not as useful at the upper grade levels as they are at lower grade levels. Research evidence indicates that at the upper grade levels oral and silent reading abilities are quite different skills. Killgallon has also pointed out that:

> Above the sixth grade level, certain limitations inherent in available reading textbooks render the estimates of grade placement based upon them probably less reliable and less refined than those of the standardized tests at corresponding levels.[5]

Prominent among the limitations referred to is the lack of a carefully graded vocabulary and the absence of any satisfactory control of comprehension difficulties arising from sources other than vocabulary difficulty; such items, for example, would be sentence length, sentence structure, extent of reference to subjects foreign to the experimental background of the pupils, and unrestricted use of fiction or words for which concrete referents are unavailable.

Norms as Functional Reading Grade Levels

A second major problem inherent in the use of standardized reading tests for determining reading levels is the inappropriateness of the norms provided by the test publisher. Quite often the norming population is not fully described by the test publisher. In using any norms which are not fully described, the test consumer is comparing his students to some unknown population. In other cases, the norm population is quite adequately described by the test publisher, but the norm group is quite small or perhaps not comparable to the group presently being tested. In these situations it would not be advisable to use the norms provided. In many test manuals, the test publisher often recommends the development of local norms for comparing students. This is a useful procedure and should be fostered in more school testing programs.

Content Validity of Measures

A third major problem in using standardized reading tests to determine instructional levels is the lack of content validity of the test for the content of the reading program. If a test is being considered for measuring students' reading levels, the teacher should list the objectives of his instructional program and then secure several tests which seem to fit his purposes. The next step would be to ferret out the objectives of each test. This can be done by critically examining the author's statements about the test, the information in the test manual, and each sub-test and individual item on the test. Critical reviews of the tests from Buros' Mental Measurement Yearbooks can also aid in this task. Once the objectives of each test have been determined, the selection of the best test can be made on the basis of how closely the teaching objectives and the test objectives compare.

A word of caution should be raised regarding the usual cursory review of test items made by most test consumers. Merely because a test has a vocabulary sub-test and one of the teaching objectives is the development of students' vocabularies, it does not follow that the test meets this particular teaching objective. Key points to be considered include whether or not the vocabulary test is timed, whether vocabulary words are presented in context or in isolation, whether the subject matter is specific or general, and whether spelling of homonyms is included among the discriminations to be made. In regard to each of these points, the teacher needs to determine whether or not this is an aspect of the objective he has attempted to develop with students.

If teachers go through the process of matching teaching objectives to test objectives, they will quickly come to several conclusions. The first is that the method by which a particular teacher attempts to develop a specific reading skill and the way in which that skill is measured on a specific reading test are probably quite different. Second, teachers will become quite cognizant of the fact that many of the objectives which they have indicated as being quite important are not measured on any standardized reading test. These include improving student attitudes toward reading, increasing the habit of reading, broadening interests in reading, and applying study skills.

The problem of lack of tests for several important objectives should cause teachers to begin planning strategies by which progress toward objectives can be measured. Those strategies cannot, of course, rely on standardized tests: skills check sheets, anecdotal records, progress in workbooks, and other techniques can be refined to give a valid and reliable description of student progress toward these important objectives. A collection of interesting techniques for informal measurement are described in a book entitled Unobtrusive Measures. 6

As stated previously the second major reason that tests are administered is to determine students' strengths and weaknesses so an effective instructional program can be planned. How well do reading tests and teacher use of them aid in realizing this objective?

Group Tests as Measure of Reading Subskills

First of all there is almost no evidence available that any of the sub-tests of standardized reading tests are valid measures of separate and distinct reading skills. This fact should be considered when the usual practice of using standardized reading tests as diagnostic tools is employed. If a particular test does not validly measure distinct sub-skills of reading, certainly an instructional program based on an analysis of students' sub-test performance would be subject to serious question. This problem, however, does not hamper the sales of tests. By examining the popularity of various reading tests, it is safe to conclude that those tests which provide more sub-test scores and promise to be more diagnostic are used more often.

There have been a plethora of investigations dealing with the validity of sub-tests of reading tests. Most of these have attempted to isolate specific factors of reading behavior, often employing the factor analytic technique. Lennon reviewed 12 of these investigations in a 1962 article entitled, "What Can Be Measured?" In concluding his article Lennon stated:

> In would seem that we may recognize and hope to measure reliably the following components of reading ability: (1.) a general verbal factor, (2.) comprehension of explicitly stated material, (3.) comprehension of implicit or latent meaning, and (4.) an element that might be termed 'appreciation.' 7

Effective teaching of reading must be based on a thorough knowledge of the reading strengths and weaknesses of students. Tests can be a valuable aid in this diagnosis, but their use should be limited by a thorough understanding of the tests' values and shortcomings.

The most serious deficiency in using standardized tests to diagnose reading ability is the lack of discriminate validity for the various sub-tests of reading. This problem is a serious shortcoming of most group-administered standardized reading tests. If a teacher is going to plan an instructional program aimed at improving students' specific reading skills that have been noted as being weak on a certain test, the teacher should feel confident that the tests on which she is basing her plans are valid measures of those specific skills. Most research evidence on measuring specific reading skills is either too limited or too equivocal to support the logical contention that specific sub-skills of reading can be validly measured.

Suggestions to the Test Consumer

Despite the stated limitations there are a number of ways in which standardized reading tests can help the teacher to plan his instructional program. First of all, even though standardized reading tests do not place a youngster at his appropriate instructional level, there is ample evidence that the ranking of students' performance on standardized reading tests as compared to informal reading tests does not differ significantly. The standardized test could therefore, be used to place youngsters in general ability level reading groups and could also be used as a screening device for students who are in need of a more extensive diagnostic evaluation.

Teachers could also learn more about their students if they would examine each student's individual responses. Many times teachers are only given the sub-test and total test scores for each student and never have an opportunity to match student responses with the questions on the test. A careful matching of questions and answers can often reveal a great deal of diagnostic information.

The evaluation of students' reading performance can be greatly improved if test consumers would consider the following points:

1. A careful examination of the test should be made to determine if the test matches the teaching objectives.

2. Teachers should become more proficient in the broader aspects of evaluating reading performance. A wider variety of evaluation techniques should be employed.

3. The use of standardized reading tests as indicators of instructional reading levels should be abandoned.

4. Publishers should be forced by test consumers to realize that it is unprofitable to publish a test that does not meet the APA [8] minimum standards.

5. Sub-test scores of standardized reading tests should be interpreted with considerable caution.

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Appendix J-

U.S.O.E. Survey of Evaluators

U. S. O. E. Survey of Evaluators
Title I and III Reading Programs

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DIRECTIONS

This survey form should be completed by the person responsible for evaluating the reading project(s) funded under PL 8910, Title I and/or Title III. Information will be considered confidential and will be used only for two purposes: 1) to develop a profile of evaluators and 2) to select two groups of evaluators to participate in expense-paid seminars for evaluators. Please supply the requested information and return the form within ten days to Dr. Carl B. Smith, director of this study. Complete the form quickly using your experience and your background. This is not a test of knowledge but a survey of procedures and background.

I--The Evaluator

Identification of Evaluator

A. Evaluator's Name______________________________________

B. Present Job Title______________________________________

C. School or School District________________________________

____

D. School Address_______________________________________

____

____

E. Title I and III Faculty (number)___________________________

F. Total Faculty (number)___________________________________

G. Were you responsible for writing an evaluation report for your 1968-69 Title I or III reading project?

_____Yes

_____No

If "Yes", will you please mail a copy to Dr. Carl B. Smith.

_____Check here if you are mailing a copy.

1. Within the last 18 months I have been involved in the following programs for Title I and/or III evaluation purposes:

____A. Inservice workshop

____B. Extension course

____C. University consultantship

____D. Publishers workshop

____E. Program of local I.R.A. council

____F. Program of state department of public instruction

____G. Other (please specify) ________________________________

____

2. Number of years of operation of your Title I and/or III project is

____A. 1

____B. 2

____C. 3

____D. 4

3. The total number of public school pupils (K-12) in your district is:

____A. 300 or less

____B. 301-3,000

____C. 3,001-12,000

____D. 12,001-100,000

____E. 100,000+

4. What process led to the establishment of the reading project?

____A. A survey of needs resulting in a project plan

____B. A project plan developed by a committee of teachers and administrators

____C. A plan developed by administrators and supervisors

____D. A community group request for a project

____E. Do not know or not sure

5. Reading instruction for this project is typically conducted in groups of (check most appropriate term)

___A. 2-3

___B. 3-10

___C. 10-15

___D. Whole class

___E. Individualized instruction

6. This method of grouping was prescribed because

___A. More children are reached

___B. It is suited to the size of the available classroom

___C. Pupil needs are met best

___D. It is less expensive

II--Data Collection

7. As an evaluator of the reading project, were you requested to evaluate the objectives of the project?

___Yes

___No

8. If "Yes" above, what procedures did you use in making your evaluation of the objectives? (Rank 1, 2, 3).

___A. Discussed objectives with local specialists to see whether they were feasible

___B. Related objectives to surveyed needs

___C. Submitted objectives to a board of experts

___D. Other (specify)____

____

9. Were you requested to evaluate instructional procedures used in the project?

___Yes

___No

10. If "Yes" above, did you make recommendations to change any instructional procedures?

___Yes

___No

11. If "Yes" above, were changes made during the project as a result of your recommendations?

___ Yes

___ No

12. Did you participate in the evaluation of teaching materials?

___Yes

___No

13. If "Yes", indicate the sources for developing the criteria for evaluating the materials. (Rank 1, 2, 3.)

___A. Books on evaluation

___B. Expert (e.g. consultant)

___C. Publishers representatives

___D. Local teachers

___E. Other Title I projects

14. Were you involved in evaluation of Title I staff?

___Yes

___No

15. If "Yes" above, indicate methods used to gather data. (Rank 1, 2, 3.)

___A. Personal classroom observation

___B. Teachers log or lesson plan

___C. Principal report

___D. Questionnaire

15. (Continued)

____E. Interview

____F. Consultant's report from observation

____G. Supervisor's report

____H. Other (specify) ____

____

16. Indicate the teacher evaluation instrument used.

____A. Flanders Interaction Analysis

____B. Amidon Teacher Analysis Form

____C. Locally devised rating scale

____D. None

____E. Other (specify) ____

____

17. Indicate methods used to collect data for your total evaluation. (Rank 1, 2, 3.)

____A. Visit reading classes

____B. Discussions with teachers

____C. Examine results of testing program

____D. Pupil reactions

____E. Written reports from teachers

____F. Reports from supervisors

____G. Others (describe) ____

____

III--Reporting

18. To whom are the results of Title I projects reported? (Rank 1, 2, 3.)

18. (Continued)

____A. U. S. Government

____B. State department of education

____C. Local school board

____D. Community groups (specify) ____________________

____E. Newspaper, radio, etc.

____F. Parents (specify) ____________________

____G. Faculty and staff

____H. Pupils

____I. Supervisory personnel

____J. Other (specify) ____________________

19. Indicate the type(s) of reports you were requested to make.

____A. Anecdotal

____B. Narrative

____C. Statistical

____D. Other (specify) ____________________

20. For what purposes are reports of Title I projects made? (Rank 1, 2, 3).

____A. Future financial support

____B. Local publicity

____C. Federal regulation

____D. Decision regarding status of project

____E. Periodic progress during the year

____F. Annual report to Board of Education

21. What means were used to make public the results of the Title I project?

____A. Newspaper articles

____B. Reports to parents, written

21. (Continued)

____C. Radio interviews

____D. Reports to P. T. A.

____E. Reports to community service organizations

____F. Reports to Board of Education

____G. Written report--circulated in community

____H. Other (specify)____

IV--Tests

22. In your judgment, the most reliable measures of the degree of success of the reading project are: (Rank 1, 2, 3.)

____A. Statistics derived from pre- and post-tests

____B. Pupils reading at grade level

____C. Parent response

____D. Responses from classroom teachers

____E. Extent of pupil participation in activities

____F. Pupils reading near expectancy level

____G. Reading teacher reports

____H. Reports from supervisors

____I. Classroom visitation

23. In your judgment, the most reliable measures of pupil progress are: (Rank 1, 2, 3.

____A. Standardized test results

____B. Reading grades on report card

____C. Academic grades on report card

____D. Reading teacher evaluation

____E. Oral reading in the classroom

____F. Pupil's self-evaluation

23. (Continued)

____G. Classroom teacher evaluation

____H. Informal test results

____I. Number of books read by pupil

____J. Completion of basal reader

____K. Completion of reading workbook

24. What test design was used in evaluating the project?

____A. Pre-test/post-test

____B. Local data comparison

____C. National norm comparison

____D. Test of difference between groups

____E. Other (describe) ____

25. Standardized reading test scores indicate

____A. Independent reading level

____B. Instructional reading level

____C. Frustration reading level

Use the following list of tests to answer the question below:

1. Doren Diagnostic
2. Spitzer Test
3. California Reading Test
4. Dolch Test of 220 Words
5. Nelson-Denny
6. Gray Oral
7. Informal Reading Inventory
8. Peabody Picture Vocabulary Test

26. Which of the following reading skills are tested by the instruments indicated above? Write the number of the test next to the skill that it purports to measure.

____A. Phonics-word attack

____B. Sight vocabulary

____C. Study skills

____D. Paragraph comprehension-silent reading

____E. Critical reading skills

____F. Secondary level reading comprehension

The following are types of tests often used in reading projects:

1. Achievement test (standardized, California)
2. Diagnostic reading test (standardized, group, Bond-Clymer-Hoyt)
3. Individual diagnostic reading test (Durrell)
4. Informal reading inventory
5. Interest inventory
6. Language and concept inventory (Peabody)

27. Use the above listed types of tests, and write the number of the type which would be appropriate for measuring or evaluating the following objectives:

____A. Improve all pupils reading through a developmental program

____B. Correct specific reading difficulties through a remedial reading program

____C. Enrich children's experiences for reading through field trips

____D. Encourage wide reading through appropriate book selection

V--Measurement

The following items were taken from a test constructed by Samuel T. Mayo, Loyola University, Chicago, Illinois, U.S.O.E. Project No. 5-0807/Contract No. OE4-10-011: Pre-Service Preparation of Teachers in Educational Measurement.

DIRECTIONS

Please circle the answer that you think is most appropriate. Do not consult other sources. Make your selection on the basis of your present knowledge.

28. The essential difference between standardized and unstandardized tests lies in

    A. their validity
    B. their objectivity
    C. the availability of norms
    D. the discriminatory capacity of their items

29. Advocates of "culture fair" tests of mental ability can most justifiably criticize the Stanford-Binet because of its emphasis in measuring

    A. organization of ideas
    B. fluency of ideas
    C. verbal abilities
    D. innate abilities

30. If a student wanted to find the most appropriate achievement test in arithmetic, he should consult

    A. publishers' catalogues
    B. Buros' *Mental Measurements Yearbook*
    C. *Journal of Experimental Education*
    D. the most recent texts in the teaching of arithmetic

31. If a teacher wanted to determine how well a standardized test would measure the objectives which she had been trying to teach, it would be best for her to examine

    A. the test itself
    B. critical reviews of the test
    C. the manual for the test
    D. recent studies in which the test had been used

32. It is more appropriate to discuss the mental stanine of a child with a parent than the child's I.Q. because

    A. the stanine is a more valid measure of intelligence
    B. the I.Q. appears more precise than it actually is
    C. mental stanines are more highly correlated with achievement
    D. parents are better kept in doubt with reference to the child's ability

33. Which of the following types of items is well adapted to evaluating student knowledge of numerous technical terms?

    A. true-false
    B. multiple-choice
    C. matching
    D. analogy

34. The term objective, when used to label an education test, describes

    A. a characteristic of the scoring process
    B. a typographic feature of the test
    C. the degree of standardization of the test
    D. the content limitations of the questions

35. Sue answered correctly 25 out of 50 items on an arithmetic test. What interpretation can be made of Sue's performance on the test?

    A. Sue placed at the 50th percentile
    B. Sue needs remedial work in arithmetic
    C. Sue knows about one-half of the material in arithmetic taught in her grade
    D. No interpretation of the score is possible on the basis of the information given

36. Problems arise in attempting to develop measures of ultimate goals mainly because

    A. measurement methods have not given proper weight to all goals
    B. teachers have been reluctant to depart from traditional testing methods
    C. group norms with which to compare results are not available
    D. such goals concern behavior not usually observable under classroom conditions

37. Which of the following is an untrue statement about instructional goals?

    A. The worth of a goal is determined by its measurability.
    B. A two-way chart helps to relate content to educational goals.
    C. One test can usually measure only a few goals.
    D. Content and method vary directly with goals.

38. Why should behavioral objectives as contrasted with content objectives best be restricted in number?

    A. to facilitate organization of a course
    B. to promote their operational definition
    C. to enable a teacher to keep them constantly in mind during instruction

39. "Washington, D. C., is the most important city in the United States." Why is this a poor true-false item?
    A. It is ambiguous.
    B. It is too easy.
    C. It is too brief.
    D. It is too factual.

40. "Philadelphia was the capital and largest city in the United States for a number of years." Why is this a poor true-false item?

    A. It is ambiguous.
    B. It involves more than one idea.
    C. It does not have a good answer.
    D. It is too long.

41. Validity is determined by finding the correlation between scores on

    A. the even numbered items on a test and the odd numbered items on that test
    B. one form of a test and another form of that same test
    C. a test and some independent criterion
    D. two administrations of the same test

42. For determining reliability, for retesting doubtful cases, or for measuring growth, it is most useful to have

    A. equivalent forms
    B. adequate norms
    C. objectivity and interpretability
    D. logical and empirical validity

43. If the reliability of an arithmetic test is .50, and if the length is doubled, the reliability would

    A. increase
    B. decrease
    C. remain the same
    D. change in some indeterminate way

44. Upon receiving intelligence test scores for her class, a teacher is surprised to learn that a pupil she has always considered as "average" has an I.Q. of 84. Of the following, what is her most appropriate course of action?

44. (Continued)

A. Check the pupil's cumulative record for the results of previously administered achievement and intelligence tests.
B. Evaluate her attitude toward the pupil's performance in class to learn whether she has been grading him too leniently.
C. Discuss the test results with the pupil to learn whether he was ill on the day of the test.
D. Recognize that the pupil is achieving far beyond his capacity and encourage him to continue.

45. What is the chief obstacle to effective homogeneous grouping of pupils on the basis of their educational ability?

A. resistance of children and parents to discriminations on the basis of ability
B. difficulty of developing suitably different teaching techniques for the various levels
C. increased costs of instruction as the number of groups increases and their average size decreases
D. wide differences in the level of development of various abilities within individual pupils

46. A diagnostic test which provides the teacher with a profile of scores is of little value unless

A. the sub-tests which make up the profile are quite reliable
B. the test has reliable norms
C. the test has been shown to be a valid predictor of future achievement
D. the scores are reported in terms of percentile ranks

47. In order to compute a correlation coefficient between traits A and B, it is necessary to have

A. measures of trait A on a group of persons, and of trait B on another
B. one group of persons, some who have both A and B, some with neither, and some with one but not the other
C. two groups of persons, one which could be classified as A or not A, the other as B or not B
D. measures of traits A and B on each person in one group

47. Test norms are most satisfactory when the sample of pupils or students used in establishing the norms

A. consists of nearly all pupils or students taking the test prior to the time the norms are published
B. is representative of a clearly defined population with which it is appropriate to make comparisons
C. ranges over all the grade levels in which the test is likely to be used
D. includes all schools volunteering to participate in the standardization testing

48. A good diagnostic test most differs from a good survey achievement test in

A. reliable and valid measurement of skills
B. identifying causes of weaknesses
C. possessing equivalent forms so that growth in achievement can be measured
D. identifying pupils whose achievement is unsatisfactory

50. The State of X has a state-wide testing program. As a basis for revising the objective examination in science, a set of papers from the top and bottom quarter of the total group tested was analyzed. The per cent passing each item was determined. Other things being equal, which of the following items would one be most likely to keep in the test?

A. top quarter--98%, bottom quarter--92%
B. top quarter--80%, bottom quarter--40%
C. top quarter--70%, bottom quarter--75%
D. top quarter--25%, bottom quarter--10%

51. A student scores 35 on a vocabulary test. The mean for the class is 37.3 and the standard deviation is 8.4. His z-score is

A. .27
B. .23
C. -.27
D. -.44

52. What does the percentile equivalent of a raw score indicate?

A. the percent of a group making scores above the mid-point of that raw score interval
B. the percent of a group making scores between the upper and lower limits of that raw score interval
C. the percent of a group making scores lower than the mid-point of that raw score interval
D. the percent of items of the test which must be answered correctly to get that raw score

53. In a particular situation the frequency distribution of scores on a standardized test is found to be approximately normal. This should be regarded as

A. common and highly desirable
B. common but not especially desirable
C. rare and highly desirable
D. rare and not especially desirable

54. If a certain test is taken by a group of high school seniors, and is found to correlate .62 with freshman grades received in college by these same seniors, one can say that

A. the test is a valid predictor of college aptitude
B. the test is not a reliable measure of college success
C. approximately two-thirds of those taking the test will be successful in college
D. students who score lower than 62 will be unsuccessful in college

55. The standard error of measurement is a numerical figure which indicates

A. the number of points a student's test score is in error in relation to the score he should make
B. the number of points the mean score for the test is in error
C. a range of scores within which the student's true score most probably falls
D. the reliability of the test norms

APPENDIX L

Participant List, Seminar I, II, At Home

6

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Appendix K

Taxonomy

TAXONOMY OF EVALUATION TECHNIQUES FOR READING PROGRAMS

Measurement and Evaluation Center in Reading Education

Indiana University

Edited by Georgia Hoffmeister

Published by the Measurement and Evaluation Center in Reading Education,
Indiana University Bloomington Indiana. c/1969.

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Acknowledgments

This second edition of the Taxonomy of Evaluation Techniques for Reading Programs is a considerable revision and expansion of the original version which was developed as part of an evaluators' training institute funded by the Bureau of Research U.S. Office of Education in 1968 and compiled by Roger Farr, James Laffey, and Carl B. Smith.

Several members of the staff of the Measurement and Evaluation Center (MECRE) made valuable recommendations in the development of this edition. A yeoman's task was performed by Georgia Hoffmeister who carefully edited and suggested many of the additions in this edition. She was assisted in her work by Carolyn Nadspal and George Kozacik. The Glossary of Evaluation Terms was prepared by Edward Robbins. We offer these people our thanks for their interest and assistance.

Carl B. Smith, Director
MECRE

Indiana University, 1970

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I. Student Skills

Taxonomy of Evaluative Techniques for Reading Program

Goal Area: Student Skills

Name of Goal:	Guiding Question: Can the child...
A. Word Attack	look at a configuration of letters, recognize that it is a word, and determine its most likely pronunciation?
1. Context	use the sense of the sentence or the surrounding sentences as an aid in identifying the probable meaning of a difficult word?
2. Phonic Analysis	apply a knowledge of letter-sound relationships in order to recognize and pronounce words?
3. Sight Vocabulary	immediately recognize sight words appropriate to his particular grade level (words recognized as a whole because of their shape, configuration, etc., rather than by blending the parts into a whole) from memory?
4. Dictionary	effectively use a dictionary for parts of speech, for pronunciation of words, for spelling, for meanings of words, etc.?
5. Structural Analysis	note structural changes which differentiate between words having common roots, prefixes, suffixes, inflectional endings, etc.?
B. Vocabulary	recognize and understand the meaning of words appropriate to his reading level?
C. Comprehension	understand words and ideas and relate one to the other?
D. Oral and Silent Reading	read orally and silently well enough to give and receive enjoyment and/or information?
E. Listening	retain, organize, and evaluate the speaker's ideas?
F. Work-Study	use appropriately a wide variety of reference resrouces and study skills?
G. Rate	vary reading rate according to the material and purpose?

I. Student Skills

Taxonomy of Evaluative Techniques for Reading Programs (cont'd)

Name of Goal:	Guiding Question: Can the child...
H. Critical	make judgements, recognize the author's viewpoint and purpose, draw inferences, etc.?
I. Interests and Appreciation	find personal value in reading and become aware of broader horizons?
J. Capacity (learning rate)	develop reading skills at a normal level?

I. Student Skills
A. Word Attack. Can the child look at a configuration of letters, recognize that it is a word, and determine its most likely pronunciation?

1. Tests

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
Botel Reading Inventory	1-12	Phonics mastery (consonants, vowels, syllabication, nonsense words); word recognition; word opposites	2	Untimed	M. Botel, C.L. Holsclaw, and G.C. Cammarata	Follett Publishing Co.
California Phonics Survey (1956, rev. 1963)	7-16	Long-short vowel confusion; other vowel confusion; consonants--confusion with blends and digraphs; consonant-vowel reversals; configuration; endings; negatives--opposites--sight words; rigidity	2	40-45	G. M. Brown and A. B. Cottrell	California Test Bureau
Clymer-Barrett Prereading Battery (1966, rev. 1967)	K-1	Visual discrimination; auditory discrimination; visual motor	2		T. Clymer and T. C. Barrett	Personnel Press
Developmental Reading Tests: Silent Reading Diagnostic Tests (1958)	3-8	Recognition of words in isolation; recognition of words in context; recognition of reversible words in context; locating elements; syllabication; locating the root word; word elements; beginning sounds; rhyming sounds; letter sounds; word synthesis	1	90	G. L. Bond and C. J. Hoyt	Lyons & Carnahan

I. Student Skills
A. Word Attack

1. Tests (con't)

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
Diagnostic Reading Scales (1963)	1-8	Word recognition; oral reading; silent reading; auditory comprehension	1	45	G. D. Spache	California Test Bureau
Diagnostic Reading Tests						
Diagnostic Reading Test (1957, rev. 1963)	K-4	Survey; word attack	2		F. Triggs	Committee on Diagnostic Reading Tests
Lower Level (1947, rev. 1963)	4-8	Survey; word attack	2		same as above	same as above
Upper Level (1947, rev. 1963)	7-13	Survey; vocabulary; comprehension (silent and auditory); rates of reading; word attack	2		same as above	same as above
Doren Diagnostic Reading Test of Word Recognition Skills (1956, rev. 1964)	1-9	Letter recognition; beginning sounds; whole word recognition; words within words; speech consonants; ending sounds; blending; rhyming; vowels; sight words; discriminate guessing	1	35	M. Doren	American Guidance Service
Gates-McKillop Reading Diagnostic Tests (1926, rev. 1962)	2-6	Omissions; additions; repetitions; mispronunciation; words--flash presentation; words--untimed presentation; phrases--flash presentation; recognizing and	2	30-60	A. I. Gates and A. McKillop	Teachers College Press, Columbia University

I. Student Skills
  1. Word Attack

1. Tests (cont'd)

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
(continued from above)		blending common word parts; giving letter sounds; naming capital letters; naming lower case letters; recognizing the visual form of sounds; auditory blending; spelling, oral vocabulary; syllabication; auditory discrimination				
McCullough Word Analysis Tests	4-6	Initial blends and diagraphs; phonetic discrimination; matching letters to vowel sounds; sounding whole words; interpreting phonetic symbols; dividing words into syllables; root words in affixed forms	1	70	C.M. McCullough	Personnel Press
Metropolitan Achievement Tests: Reading						
Upper Primary Reading Test (1932, rev. 1962)	2	Word knowledge; word discrimination reading	2	79-84	W.N. Durost, H.H. Bixler, G.H. Hildreth, K.W. Lund, and J.W. Wrightstone	Harcourt, Brace, & World
Elementary Reading Test (1932, rev. 1962)	3-4	Word Knowledge; reading	3	43	same as above	same as above

I. Student Skills
   1. Word Attack

1. Tests (cont'd)

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
Intermediate Reading Test (1933, rev. 1962)	5-6	Word knowledge; reading	3	46	W.N. Durost, et. al.	Harcourt, Brace & World
Advanced Reading Test (1933, rev. 1962)	7-9	Word knowledge; reading	3	46	same as above	same as above
OC Diagnostic Syllabizing Test (1960, rev. 1962)	4-6		1	15-20	K. O'Connor	O'Connor Reading Clinic Publishing Co.
Phonics Knowledge Survey (1964)	1-6	Names of letters: consonant and vowel sounds; syllabication	1	10-30	D. Durkin and L. Meshover	Teachers College Press, Columbia University
Phonovisual Diagnostic Test (1949, rev. 1958)	3-12	Phonetic weaknesses	1	15	L.D. Schoolfield and J.G. Timberlake	Phonovisual Products
Roswell-Chall Auditory Blending Test (1963)	1-4	Auditory blending	1		F.G. Roswell and J.S. Chall	Essay Press
Roswell-Chall Diagnostic Reading Test of Word Analysis Skills (1956, rev. 1959)	2-6	Simple consonants and combinations; short vowel sounds; rule to- silent e vowel combinations; syllabication	2	5-10	F.G. Roswell and J.S. Chall	Essay Press

2. Check Lists--attached

   a. Word Analysis Check List

I. Student Skills
  A. Word Attack

CHECK LIST OF
READING DIFFICULTIES

Directions to examiner: If child makes specified error place a check in the box opposite the error and comment on the error.

Student's name ______________________

Grade ____________ Date ____________

Rater ______________________

Word recognition/Word Attack	Error	Specify Errors Made	Comment
a. Context			
1. Skips unknown words			
2. Will not attempt unknown words			
3. Substitutes words which look different but have about the same meaning in context			
4. Guessing words is excessive			
5. Substitutes words which look the same but have different meanings			
6. Lacks auditory discrimination			
7. Lacks visual discrimination			
8. Does not recognize all the letters of the alphabet			

I. Student Skills
A. Word Attack

	Error	Specify Errors Made	Comment
a. Context (continued)			
9. Reads words in context which he cannot read read in isolation			
b. Phonic analysis			
10. Makes errors on initial consonants when he hears them--reads them--both			
11. Makes errors on final consonants when he hears them--reads them--both			
12. Makes errors on initial consonant blends when he hears them--reads them--both			
13. Makes errors on final consonant blends when he hears them--reads them--both			
14. Makes errors on initial consonant digraphs when he hears them--reads them--both			
15. Makes errors on final consonant digraphs when he hears them--reads them--both			
16. Makes short vowel errors when he hears them--reads them--both			
17. Makes long vowel errors when he hears them--reads them--both			
18. Makes vowel digraph errors when he hears them--reads them--both			

I. Student Skills
   A. Word Attack

	Error	Specify Errors Made	Comments
b. Phonic analysis (continued)			
19. Makes vowel blend (diphthong) errors when he hears them--reads them--both			
20. Concentrates too much on only one part of a word (beginning--middle--end)			
21. Cannot sound out whole words by blending identified vowel and consonant sounds			
22. Cannot use homophones as an initial aid in word attack (e.g. bow, doe, no)			
23. Cannot use phonograms as an aid			
24. Cannot apply "consonant, vowel, consonant" generalizations to help "sound out" a word			
c. Structural analysis			
25. Does not recognize the parts of a compound word			
26. Does not understand the change a shift of accent makes in a word (e.g. produce, produce)			
27. Does not understand inflection endings and inflected forms			
28. Does not understand how prefixes or suffixes change the root's pronunciation (e.g. divide, division)			

I. Student Skills
A. Word Attack

	Error	Specify Error Made	Comment
c. Structural analysis (continued)			
29. Fails to use grammatical function of words as aid to meaning			
30. Cannot divide a long word into parts--syllables			
31. Does not recognize prefixes--roots--suffixes			
d. Dictionary use			
32. Does not Inderstand terms of dictionary (i.e. entryword, key, definition, pronunciation)			
33. Cannot locate entry words			
34. Cannot get pronunciation			
35. Cannot get word meaning			
e. Sight vocabulary			
36. Misses many words on Dolch List Basic 220 on other appropriate list			
37. Has small sight vocabulary--sounds out many words laboriously			
38. Makes errors on very common words			

I. Student Skills
  A. Word Attack

e. Sight vocabulary (continued)

	Error	Specify Error Made	Comment
39. Has no opportunity to read widely at easy reading level			
40. Sees gross similarities and differences in word shapes			

I. Student Skills
  A. Word Attack
    1. Context

Can the child use the sense of the sentence or the surrounding sentences as an aid in identifying the probable meaning of a difficult word?

1. Tests

   a. see: Taylor, W. L. Cloze procedure: A new tool for measuring readibility. Journalism Quarterly, 1953, 30, 414-438.

2. Check Lists--attached

   a. Check List of Context Clue Skills

I. Student Skills
  A. Word Attack
    1. Context

Check List of Context Clue Skills

When a child encounters a strange word and is stymied by it, teachers too often make the suggestion, "sound it out." The teacher might teach the child to use contextual clues by having the child skip the unknown word and read the entire phrase, sentence, or paragraph to see whether the context helps him to infer the meaning of the unknown word. The child utilizing contextual clues will be practicing inferential thinking, an essential part of the reading process at all maturity levels.

Can the child use the following context clue skills:

1. Utilize pictorial illustrations? yes ____ no ____

2. Find the unknown word defined in the surrounding sentence or sentences (e.g., A triangle is a closed figure with three straight sides.)? yes ____ no ____

3. Recognize the word as a familiar language pattern (e.g., He answered the phone and said, "Hello.")? yes ____ no ____

4. Use charts, maps, tables, and diagrams as contextual clues to word meanings and comprehension? yes ____ no ____

5. Recognize and anticipate word meanings in familiar settings from his own experience (e.g., The cat drank the milk.)? yes ____ no ____

6. Recognize that a synonym of the known word may be a clue to the unknown word (e.g., The pigs at the farm were dirty and dusty.)? yes ____ no ____

7. Use comparison and contrast in sensing the meaning and identity of the word (e.g., Mary was happy, but John was sad.)? yes ____ no ____

8. Identify the new word from summarizing several ideas already presented (e.g., Red, blue, and green are some of the colors of my crayons.)? yes ____ no ____

I. Student Skills
  A. Word Attack
    2. Phonic Analysis. Can the child apply a knowledge of letter-sound relationships in order to recognize and pronounce words?

1. Tests (informal)--attached

   a. Test of Initial Consonants

   b. Test of Initial Consonant Blends and Digraphs

   c. Test of Vowels, Vowel Digraphs, and Diphthongs

   d. Part I-Initial Consonant Phonograms Test
      Part II-Consonant Blend and Digraph Ohonograms Test

   Tests (formal)

   a. California Phonics Survey (see under Word Attack section, p.)

   b. Phonics Knowledge Survey (see under Word Attack section, p.)

I. Student Skills
A. Word Attack
2. Phonic Analysis

Tests of Initial Consonants

Give a copy of the test to each child. The teacher pronounces the two words in each row, asking the pupil to listen to the beginning sound of each word. The pupil is to find the letter that makes the sound and circle it on the Pupil Answer Sheet.

Look at Row 1. The words are wagon and window. The pupils should circle the letter "w" on the Pupil Answer Sheet.

1. wagon window
2. girl gate
3. lion leaf
4. tail tent
5. carts car
6. met map
7. door dog
8. rope ring
9. boy bat
10. feather fan
11. nail needle
12. seeds soap
13. house hand
14. key kitchen
15. pie pears
16. jump Jack
17. van vacation
18. zoo zebra

PUPIL ANSWER SHEET

Name ____________________

Grade __________ Date _____

1. r w l m
2. c j p g
3. r w l f
4. d h f t
5. g n r c
6. n h m w
7. t d p b
8. r n w l
9. b d p h
10. v l f h
11. m n u w
12. s z w t
13. b h p d
14. k h r g
15. b d q p
16. j c l y
17. w v y b
18. s d z x

I. Student Skills
A. Word Attack
2. Phonic Analysis

Test of Initial Consonant Blends and Digraphs

Review if necessary, the principle that consonant blends make more than one sound, whereas consonant digraphs make only one speech sound. Pronounce the two words which begin with the same consonant sound. Ask the pupils to circle the letters which make that sound.

1. cherry chicken
2. grass green
3. step stairs
4. truck train
5. crowd crow
6. flag floor
7. prize proud
8. string street
9. spell speak
10. fresh fruit
11. sheep show
12. black blue
13. plant plate
14. scout scare
15. quick queen
16. clouds climb
17. church chin
18. spring sprout
19. glad glove
20. through throw
21. then there
22. sleep slide
23. brown break
24. thick third
25. drop drink

- -

PUPIL ANSWER SHEET

Name______________________

Grade__________Date_______

1. cl ch sh th
2. cr gr ch bl
3. sl fr cl st
4. th dr tr fr
5. cr dr ch wr
6. ph fr gr fl
7. pr br dr pl
8. sl str spr tr
9. sp sm ch sw
10. fr ch fl pr
11. sl st cl sh
12. fl pl bl dr
13. bl br dr pl
14. ch sp cl sc
15. qu wr ch cl
16. cl dr kn br
17. wh wr ch th
18. spr pl pr str
19. dr pr cl gl
20. str tr sl thr
21. ph ch th sl
22. st cl sh sl
23. ch br pr cl
24. sh bl th ph
25. br pl dr pr

I. Student Skills
  A. Word Attack
    2. Phonic Analysis

Test of Vowels, Vowel Digraphs, and Diphthongs

The teacher pronounces each pair of words, while the pupil listens carefully and then circles one of the four vowels or vowel combinations on the Pupil Answer Sheet which represents the vowel sound heard in the word.

1. cake tail
2. bad cat
3. hot top
4. fur turn
5. tie kite
6. farm barn
7. for more
8. up just
9. pond long
10. be he
11. her were
12. let bed
13. in sit
14. toe go
15. tell men
16. play day
17. wait tail
18. sound about
19. boy toy
20. caught taught
21. blew new
22. boat roam
23. good book
24. glow grow
25. boil coin
26. now growl
27. suit fruit
28. field believe
29. moon boot
30. freight neigh

- -

PUPIL ANSWER SHEET

Name____________________

Grade__________Date_______

1. e a i o
2. u o i a
3. e u i o
4. ar er or
5. e o i u
6. ar ur ir
7. ir or ar
8. u o e a
9. a i o oi
10. e i u a
11. ar or er
12. i u e o
13. e u o i
14. o i e a
15. u i e a
16. ay ea ew oy
17. ea ou oi ai
18. oi aw ew ou
19. ay ou oy aw
20. ey ew ow au
21. aw ow ew ei
22. ai oi oa aw
23. oo ou oi ui
24. ea ow aw ew
25. oi ae ow ie
26. ew ow aw ey
27. oi ew aw ui
28. oa ie ew oi
29. aw ow o oo
30. ei aw oa ew

I. Student Skills
A. Word Attack
2. Phonic Analysis

Have pupils look at the 3 phonograms that follow the first letter. One of these phonograms added to the first letter forms a word that the child knows. Direct the pupil to circle the phonogram that forms the word and then write the word in the blank.

PART I - INITIAL CONSONANT PHONOGRAMS TEST

1. b ed ine ace ________
2. b ize us ick ________
3. d ive old er ________
4. d ound og ar ________
5. f eep unch air ________
6. f ick ace em ________
7. h ust ize en ________
8. h ade ot us ________
9. j am ul or ________
10. j ing ail ime ________
11. k ack er ite ________
12. k ile ey ip ________
13. l em us ate ________
14. l ize ail unch ________
15. m an ook er ________
16. m ive up ust ________
17. n ight al out ________
18. n ade ow ize ________
19. p ind old eep ________
20. p ust ile og ________
21. r ick ice em ________
22. r ound unch up ________
23. s ike ing are ________
24. s air ile ell ________
25. t er ip ace ________
26. t ope unch ug ________
27. v an ar ack ________
28. v ang ine ode ________
29. w ig ace em ________
30. w ish ike out ________
31. z an ip er ________
32. z eed ill one ________
33. g an ight et ________
34. c ert at out ________

PART II - CONSONANT BLEND AND DIGRAPH PHONOGRAMS TEST

1. bl ame ate ay ________
2. bl urch ock im ________
3. br ud ool ing ________
4. br ick ank out ________
5. cl ab ock ine ________
6. cl oad urt ass ________
7. cr ack ace ight ________
8. cr ame ib ice ________
9. dr ink ode ig ________
10. dr eet ust ive ________
11. fl age ag ang ________
12. fl ort ay oat ________
13. fr og ick one ________
14. fr ole op own ________

I. Student Skills

A. Word Attack

2. Phonic Analysis

15. gl at ad ape ________
16. gl ass oke eap ________
17. gr aim een old ________
18. gr ince ell owl ________
19. pl ace ive ort ________
20. pl ang ow obe ________
21. pr abe ain ize ________
22. scr ight atch out ________
23. scr ain ang eam ________
24. pr ince ite ap ________
25. spr ing ate ick ________
26. spr ay og ish ________
27. sk op ate ound ________
28. sk unch ug ill ________
29. sm oke ind ilk ________
30. sm ail eep ear ________
31. sn ike ow ish ________
32. sn ail up ust ________
33. sp ing ort on ________
34. sp ind em ell ________
35. st ore ace ook ________
36. st erl ick old ________
37. str ind ain eep ________
38. str ame olk ong ________
39. sw eet ile unch ________
40. sw ump ang us ________
41. tr eat emp ag ________
42. tr old ank ain ________
43. tw at ig em ________
44. tw in ade ize ________
45. wr ed ite ime ________
46. wr ode is ap ________
47. sl ight unch uge ________
48. sl een ib ice ________
49. sc ake out ome ________
50. sc ad ook ore ________
51. thr one ay ate ________
52. thr ear ow oke ________
53. ch ail ort urch ________
54. ch air ell ing ________
55. sh ite ame ime ________
56. sh ong ust ed ________
57. th ick eet art ________
58. th ain ig ank ________
59. qu een ode oak ________
60. qu ap ice ite ________
61. wh ice ale out ________
62. wh eel ame ock ________
63. kn ib ight am ________
64. kn ee ace ing ________
65. gh ick ost ine ________
66. ph one urt oad ________

I. Student Skills
  A. Word Attack
    3. Sight Vocabulary. Can the child immediately recognize sight words appropriate to his particular level (words recognized as a whole because of their shape, configuration etc., rather than by blending the parts into a whole) from memory?

1. Tests

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
Dolch Basic Sight Word Test (1942)	1-9		1	35	E.W Dolch	Garrard Publishing Co.
Flash-X Sight Vocabulary Test (1961)	1-2	Sight vocabulary experience vocabulary	1	10	G.D. Spache & S.E. Taylor	Educational Developmental Laboratories
Learning Methods Test (1954 rev. 1955)	K-3	Word recognition· learning methods training and testing	1	85-100	R E. Mills	Mills Center Inc.

2. Check Lists (Sight-Vocabulary Lists)

a. Botel, Morton "Bucks County 1185 Common Words," How to Teach Reading, Chicago: Follett Publishing Company 1959 pp. 103-113.

b. Dolch, Edward W. "A Basic Sight Vocabulary," The Elementary School Journal 36: 456-460, 1936.

c. Durrell, Donald, Improving Reading Instruction, New York: World Book Company, 1956, pp. 367-392.

d. Fry Edward "Teaching a Basic Reading Vocabulary," Elementary English 37: 38-42, 1960.

e. Gates, Arthur, A Reading Vocabulary for the Primary Grades. Bureau of Publications Teachers College Columbia University, 1935.

f. Thorndike, Edward L., A Teachers Wordbook of 30 000 Words, Bureau of Publications Teachers College Columbia University, 1944.

I. Student Skills
    A. Word Attack
        3. Sight Vocabulary

3. Check Lists--attached

    a. Sight Vocabulary Check List

    b. Dolch Basic Sight Vocabulary List

    c. Dolch Basic Sight Vocabulary Context Tests

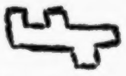
    d. Word Recognition Check

I. Student Skills
   A. Word Attack
      3. Sight Vocabulary

Sight Vocabulary Check List

1. Has the child been exposed to the following methods of spontaneously discriminating among words by similarities and differences?

   a. Unusual length (e.g., grandmother). yes ____ no ____

   b. Configuration (e.g., fudge ). yes ____ no ____

   c. Root words (e.g., play in played). yes ____ no ____

   d. Context (e.g., The dog is chewing on a ______.). yes ____ no ____

   e. Compound words (e.g., mailbox). yes ____ no ____

   f. Initial letters or sounds (e.g., box, bat, baby). yes ____ no ____

   g. Double letters (e.g., butter, took). yes ____ no ____

2. Is the child capable of building a word bank of words that have been identified originally by some other method but through repeated encounter have become sight words?

   yes ____ no ____

DOLCH BASIC SIGHT VOCABULARY LIST

The child's reading level can be determined by testing him on the number of words he knows on the Dolch Basic Sight Vocabulary List.

Number of Words Correctly Identified	Reading Level
75	preprimer level
120	primer level
170	first reader level
210	second reader level
220	third reader level

INDIVIDUAL USE OF THE TEST

For individual use of the list, have the child read aloud all the words, line by line. At the same time, record on another copy, just what the child does. If he cannot call a word, cross it out. If he substitutes another word, write in that word over the one on the list. If he mispronounces a word, show just what he said.

Such an individual record is very valuable as showing, first, which words the child knows, and second, what kind of mistakes he makes when he does not know. The kind of mistakes a child makes shows what kind of reteaching he needs.

I. Student Skills
  A. Word Attack
    3. Sight Vocabulary

DOLCH BASIC SIGHT VOCABULARY LIST

SET A	SET B	SET C	SET D	SET E
and	at	all	an	find
jump	have	do	from	many
look	me	get	had	now
run	ran	old	if	then
are	big	around	after	gave
you	yes	two	your	with
can	away	am	under	what
up	yellow	stop	as	got
come	blue	black	be	has
see	one	was	round	walk
red	three	no	his	them
funny	down	but	brown	know
of	not	into	him	put
this	we	she	soon	went
little	in	fast	going	new
is	green	came	fly	made
the	too	who	so	when
go	for	by	cold	let
like	here	eat	give	may
he	good	call	did	live
my	it	going	help	over
play	on	make	her	that
said	saw	out	its	they
to	will	some	ten	were

I. Student Skills
A. Word Attack
3. Sight Vocabulary

DOLCH LIST (Cont'd.)

SET F

- ate
- does
- say
- again
- us
- wish
- always
- how
- first
- any
- want
- once
- about
- take
- or
- would
- ask
- our
- tell
- could
- long
- there
- found
- upon

SET G

- bring
- much
- small
- because
- think
- open
- before
- where
- never
- been
- which
- sit
- every
- these
- pull
- work
- done
- show
- their
- goes
- only
- those
- must
- very

SET H

- buy
- just
- read
- draw
- try
- write
- fall
- own
- myself
- drink
- why
- please
- hot
- six
- pretty
- well
- grow
- pick
- shall
- hold
- off
- today
- keep
- use

SET I

- better
- four
- sleep
- best
- thank
- hurt
- clean
- warm
- far
- both
- white
- laugh
- eight
- seven
- light
- wash
- cut
- right
- start
- full
- kind
- sing
- five
- together

DOLCH BASIC SIGHT VOCABULARY CONTEXT TESTS

The Dolch list of 220 basic sight words has been divided into three groups for use in the Reading Clinic. Group I consists of the 50 Dolch words in the Curtis list of the 72 most common pre-primer words. Group II contains the 67 words on the Stone-Dolch list, while Group III is composed of the remaining 103 words.

The three stories in this set are designed to test the words in context according to this grouping. The child who is not expected to know many of the words should be asked to read "The See-Saw", the test for Group I. "Camping Out", the test for Group II, is not cumulative. It contains all the Group II words but does not repeat all the words from Group I. A child who is expected to know most of the words may be asked to read only, "The Best Thing in the World." This test is cumulative and contains the entire 220 words, including both pronunciations of the word "read."

The child should read orally, errors being recorded as for the Gates Oral. It may be helpful to transfer the record of errors to the record sheets for the Dolch list, to compare with performance on words presented in isolation.

I. Student Skills
    A. Word Attack
        3. Sight Vocabulary

DOLCH I:

THE SEE-SAW

Jane was going to the store. She went down the street. She saw a boy and a little dog.

The boy said, "Come and play with me. You may play with my dog."

Jane said, "I will play with you. What can the dog do? He is not very big."

"He is a good dog," said the boy. "He can run and jump. And he can ride a see-saw."

"Oh, I want to see him ride," said Jane. "Where is it?"

"I have it in here," the boy said.

He said to the dog, "Go find the see-saw. We will have a ride."

The dog ran to the see-saw.

"Do you like to ride?" said the boy. "Say 'Yes'."

The dog said, "Bow-wow!"

"Look at this," said the boy. "I am up and he is down. He is up and I am down."

"What a funny ride for a dog!" said Jane.

Did you ever see a dog ride a see-saw?

I. Student Skills
A. Word Attack
3. Sight Vocabulary

DOLCH II:

CAMPING OUT

Some boys went camping. They were going to sleep in a brown tent. They put it up by a tree. Two of the boys went into the tent to make the beds. They had put up the tent too fast, and it soon came down on them. The boys were under it. They could not get out. The other three boys began to laugh. The boys began to call, "Help, help! Stop laughing and give us some help! This is no fun!"

After the tent was up, they made the beds. Then they all went for a walk. There were so many pretty flowers they picked some to take home. The flowers were red and blue and white. They saw some green and black berries, but they were not good to eat. They saw an old woman. One of the boys gave his flowers to her. She was very pleased at that. She said to him, "Thank you for your flowers."

After supper one boy said, "Who has to do the dishes while we are away from home?"

"We will all do dishes now," said another boy.

"Yes, and then we will read and sing until bedtime."

I. Student Skills
A. Word Attack
3. Sight Vocabulary

DOLCH III:

THE BEST THING IN THE WORLD

Once upon a time there were four brothers who lived in a far away land. Their father was an old king. One day he said, "I will not live long now. Today you must start out into the world. In a year, bring back the best thing you have found. The one who can pick the best thing shall be the new king."

The first brother said, "I will look in every city or town. I will buy the best thing I can find for my father."

The next two brothers said, "We will both go on fast ships over the sea. We will find something better."

The last brother said, "I am going to ask the people here in our own land to tell me the best thing." The other three began to laugh.

"Then you will never be king!" they said.

The last brother started off. When he had gone about six miles, he met a man.

"What do you carry in those big bags?" he asked.

"The best thing in the world," said the man. "These are full of the good nuts which fall from my five nut trees."

"I don't think that would work," said the brother to himself. "I must try again."

The brother went on another seven miles. He found a small brown bird. It had been hurt so he put it in his coat where it could keep warm. As he went on, he saw a little girl crying. He ran to meet her.

"Why are you crying?" he asked.

"I want to get some water from the well," she said. "We use so much. We drink cold water. We wash the clothes clean with hot water. But I do not know how to pull it up. Please help me."

I. Student Skills
A. Word Attack
3. Sight Vocabulary

The Best Thing in the World (Cont'd.)

The brother said, "Hold this bird and I will help you. It does not fly around any more because it got its wing cut."

"Thank you. What a pretty bird!" she said. "I wish you would give it to me. If you will let me keep it I will always be very kind to it. I will take care of it myself. I will make it grow well again."

"Yes, you may have it," said the brother. So he gave her the bird and went on.

At night, he went to sleep under a round yellow hay stack. When it was light again he walked on. Every day he would walk eight or ten miles. He asked the people about the best thing in the world. Some said it was best to sing. Some said it was best to run and jump and play. Some said the green grass was best. Some liked the red and blue and white flowers best. One man said the best thing was to ride a black horse.

He always stopped to help people who needed it. Soon he made many friends. All the people began to like him. They would say, "See, there goes the king's son. He would be just the right kind of a king for us."

Every door was open to him. The people would call to him to stop. They would ask him to come and eat with them. After he ate, he would sit down and read to the children. After he read, he showed them how to draw and write.

Months went by. He still had no beautiful thing to take to his father. Just before the year was done he went home again. The time came when the king called his sons together.

"What did you bring?" he asked.

The other brothers had many beautiful things.

"And what do you bring?" said the king to the last brother.

I. Student Skills
    A. Word Attack
        3. Sight Vocabulary

DOLCH III:
The Best Thing in the World (Cont'd.)

"This is too funny!" said the other brothers. "He has nothing!"

"I bring only the friendship of your people," said the last brother.

"And that is the best thing!" cried his father. "You shall be the new king."

-656 words

I. Student Skills
A. Word Attack
3. Sight Vocabulary

Name ____________________
Date ____________________
School ____________________

WORD RECOGNITION CHECK[*]

The Ginn Basic Readers, Boston, Massachusetts:
Ginn and Company, 1961

	Pre-Primer			Primer	
Stimulus	**Flash**	**Untimed**	**Stimulus**	**Flash**	**Untimed**
1. down			1. home		
2. play			2. ready		
3. look			3. in		
4. little			4. hat		
5. house			5. tree		
6. see			6. he		
7. go			7. it		
8. and			8. wagon		
9. here			9. put		
10. said			10. where		
11. help			11. store		
12. something			12. with		
13. red			13. aunt		
14. toys			14. thank		
15. ride			15. take		
16. you			16. then		
17. can			17. new		
18. surprise			18. race		
19. work			19. walked		
20. green			20. plant		
Scores:			Scores:		

[*] Note: For individual use of this list, have the child read aloud all the words, line by line. At the same time, record on another copy, just what the child does. If he cannot call a word, cross it out. If he substitutes another word, write in that word over the one on the list. If he mispronounces a word, show just what he said. The scores of numbers of words recognized

(continued on next page)

I. Student Skills
A. Word Attack
3. Sight Vocabulary

Word Recognition Check (continued)

Second Reader Level[2]

Stimulus	Flash	Untimed
1. book		
2. let's		
3. man		
4. old		
5. as		
6. wanted		
7. bring		
8. how		
9. must		
10. call		
11. by		
12. feather		
13. after		
14. about		
15. nose		
16. basket		
17. other		
18. pole		
19. chicks		
20. flower		
Scores:		

Third Reader Level[1]

Stimulus	Flash	Untimed
1. live		
2. when		
3. raccoon		
4. still		
5. morning		
6. before		
7. long		
8. bird		
9. trotted		
10. earn		
11. bowl		
12. turning		
13. any		
14. right		
15. five		
16. or		
17. caboose		
18. cellar		
19. gardener		
20. soup		
Scores:		

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on sight of a class of pupils may be compared to facilitate grouping for sight word instruction. The untimed scores may be used for grouping for word analysis instruction.

I. Student Skills
A. Word Attack
3. Sight Vocabulary

Word Recognition Check (continued)

Second Reader Level[2]

Stimulus	Flash	Untimed
1. floor	____	____
2. stories	____	____
3. field	____	____
4. saved	____	____
5. roof	____	____
6. loud	____	____
7. past	____	____
8. quick	____	____
9. well	____	____
10. leak	____	____
11. ranch	____	____
12. helicopter	____	____
13. cried	____	____
14. dry	____	____
15. cart	____	____
16. deer	____	____
17. these	____	____
18. else	____	____
19. quiet	____	____
20. puppies	____	____
Scores:	____	____

Third Reader Level[1]

Stimulus	Flash	Untimed
1. slide	____	____
2. thief	____	____
3. lemonade	____	____
4. spider	____	____
5. pieces	____	____
6. wing	____	____
7. mind	____	____
8. which	____	____
9. pillows	____	____
10. half	____	____
11. moccasins	____	____
12. shawl	____	____
13. partly	____	____
14. east	____	____
15. alligator	____	____
16. stall	____	____
17. newspapers	____	____
18. screamed	____	____
19. company	____	____
20. thieves	____	____
Scores:	____	____

I. Student Skills
A. Word Attack
3. Sight Vocabulary

Third Reader Level[2]

Stimulus	Flash	Untimed
1. hours		
2. spraying		
3. hundred		
4. ribbon		
5. tower		
6. sister		
7. second		
8. forklift		
9. both		
10. turnip		
11. poured		
12. mink		
13. shadow		
14. close		
15. boiling		
16. lane		
17. refrigerator		
18. useful		
19. air		
20. tongues		
Scores:		

Fourth Reader Level

Stimulus	Flash	Untimed
1. museum		
2. reason		
3. skill		
4. web		
5. either		
6. though		
7. although		
8. crystal		
9. square		
10. beech		
11. litter		
12. rising		
13. law		
14. environment		
15. movies		
16. jigsawed		
17. floods		
18. yelled		
19. sank		
20. pool		
Scores:		

I. Student Skills
  A. Word Attack
    3. Sight Vocabulary

Word Recognition Check (continued)

Fifth Reader Level

Stimulus	Flash	Untimed
1. straddling		
2. wrung		
3. radiator		
4. pronounced		
5. parachutes		
6. sale		
7. faint		
8. sextant		
9. million		
10. merchants		
11. benches		
12. heaved		
13. fawn		
14. astonishment		
15. steadfast		
16. mutton		
17. attend		
18. deflect		
19. lurch		
20. universe		
Scores:		

Sixth Reader Level

Stimulus	Flash	Untimed
1. claim		
2. wavering		
3. hatchets		
4. wept		
5. easing		
6. task		
7. burlap		
8. afford		
9. objections		
10. pedagogue		
11. cargo		
12. ostrich		
13. per		
14. conservation		
15. shale		
16. index		
17. concealed		
18. hooted		
19. gunwales		
20. illustrations		
Scores:		

I. Student Skills
   A. Word Attack
      4. Dictionary. Can the child effectively use a dictionary for parts of speech, for pronunciation of words for spelling, for meanings of words, etc.?

1. Tests

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author	Publisher
OC Diagnostic Dictionary Test (1960)	5-8		1	20	K. O'Connor	O'Connor Reading Clinic Publishing Co.
Test on the Use of the Dictionary (1955, rev. (1963)	9-16	Pronunciation; meaning; spelling; derivation; usage	1	30-40	G.D. Spache	Reading Laboratory and Clinic. University of Florida

2. Check Lists--attached

   a. Dictionary Skills Check List

I. Student Skills
   A. Word Attack
      4. Dictionary

Dictionary Skills Check List

1. Has the child mastered the following location skills:

   a. knowledge of arrangement of letters in alphabetical order?
   yes ____ no ____

   b. ability to alphabetize words with reference to the first, first two, or first three letters? yes ____ no ____

   c. knowledge of the use of thumb indexes? yes ____ no ____

   d. ability to open a dictionary that lacks thumb indexes to the right quarter in which the word is found (e.g., 1st Quarter: abcd; 2nd Quarter: efghijkl; 3rd Quarter: mnopqr; 4th Quarter: stuvwxyz)?
   yes ____ no ____

   e. knowledge of the use of guide words as clues to alphabetic position (the word on the left is the first word on the page; the word on the right is the last word on the page)? yes ____ no ____

   f. knowledge that a derived or inflected form (e.g., pig--piggy) may not come directly before or after the root word?
   yes ____ no ____

   g. knowledge that for derived or inflected forms which have a change in spelling there will be an entry under the root word (e.g., gazed and gazing are located under the root word gaze)?
   yes ____ no ____

2. Has the child mastered the following pronunciation skills:

   a. knowledge of the consonant and vowel sounds and their combinations and the ability to recognize the symbols for them in the pronunciation key?
   yes ____ no ____

   b. ability to break a word into syllables and blend these parts into the complete word? yes ____ no ____

   c. understand the use of primary and secondary accent marks in syllabication? yes ____ no ____

   d. ability to recognize and utilize the diacritical marks for pronunciation of vowel sounds (e.g., breve, macron, tilde, schwa, dot, circumflex, etc.)? yes ____ no ____

   e. ability to pronounce words from their phonetic respellings?
   yes ____ no ____

   f. recognize that the pronunciation of a word may affect its meaning (e.g., sub/ject-sub ject/ ; wind-wind)? yes ____ no ____

Dictionary Skills Check List (cont'd)

3. Has the child mastered the following definition skills:

a. realize that a word may have multiple meanings? yes ____ no ____

b. comprehend definitions provided? yes ____ no ____

c. choose from several definitions given the one that gives the best explanation of the meaning of the unknown word in context? yes ____ no ____

d. ability to use illustrations, pictures, diagrams, or examples to better comprehend the given meaning? yes ____ no ____

e. comprehend the part of speech of the word? yes ____ no ____

4. Has the child mastered the following spelling skills?

a. recognize that the same sound may have several spellings? yes ____ no ____

b. knowledge of common silent initial letters (e.g., kn, gn, wr, etc.)? yes ____ no ____

c. knowledge of the way in which the dictionary handles compounds, plurals, separate words, and hyphenated words? yes ____ no ____

d. recognize the way in which syllables are differentiated? yes ____ no ____

5. Has the child mastered the following usage skills:

a. knowledge of meanings of terms of usage and abbreviation (e.g., n., t.v., etc.)? yes ____ no ____

b. knowledge of the form to use when choosing between various parts of speech? yes ____ no ____

c. knowledge that a word may have multiple functions (e.g., progress can be used as both a noun and a verb)? yes ____ no ____

d. ability to interpret labels which tell how, when, or where the meaning of a word is used or has been used (e.g., Old use, Used in poetry, Used familiarly, Slang, etc.)? yes ____ no ____

e. ability to find special meanings such as "bite the dust" (found under the entry dust)? yes ____ no ____

I. Student Skills
    A. Word Attack
        4. Dictionary

Dictionary Skills Check List (cont'd)

6. Has the child mastered the following derivation skills:

a. ability to trace the source history of certain words considered in the dictionary (e.g., Lat., Engl., Gk., etc.)? yes ____ no ____

b. knowledge of abbreviations used to indicate words or meanings of a technical nature (e.g., Mus., Chem., Bot., Zool., etc.)? yes ____ no ____

I. Student Skills

A. Word Attack

5. Structural Analysis. Can the child note structural changes which differentiate between words having common roots, prefixes, suffixes, inflectional endings, etc.?

1. Tests Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author (s)	Publisher
Botel Reading Inventory (1961, 1966)	1-12	see esp. section on syllabication	2		M. Botel, C.L. Holsclaw, & G.C. Cammarata	Follett Publishing Co.
Delaware County Silent Reading Test (1965)	1.5-8	see esp. section on structural analysis	1		J.E. Newburg & N.A. Spennato	Delaware County Reading Consultants Assn.
Developmental Reading Tests: Silent Reading Diagnostic Tests (1958)	3-8	see esp. syllabication; locating the root word	1	90	G.L. Bond & C.J. Hoyt	Lyone & Carnahan
Gates-McKillop Reading Diagnostic Tests (1926, rev. 1962)	2-6	see esp. section on syllabication	2	30-60	A.I. Gates & A. McKillop	Teachers College Press, Columbia University
O.C. Diagnostic Syllabizing Test (1960, rev. 1962)	4-6		1	15-20	K. O'Connor	O'Connor Reading Clinic Publishing Co.
McCullough Word Analysis Tests	4-6	see esp. dividing words into syllables and root words in affixed forms	1	70	C.M. McCullough	Personnel Press
Phonics Knowledge Survey (1964	1-6	see esp. section on syllabication	1	10-30	D. Durkin & L. Meshover	Teachers College Press, Columbia University
Stanford Diagnostic Reading Test						
Level 1 (1966)	2.4-4.5	see esp. section on syllabication	2		B. Karlsen, R. Madden, & E.F. Gardner	Harcourt, Brace & World
Level 2 (1966)	4.5-8.5	same as above	2		same as above	same as above

I. Student Skills
    A. Word Attack
        5. Structural Analysis

2. Check Lists--attached

    a. Check List of Skills in Using Structural Analysis

I. Student Skills
A. Word Analysis
5. Structural Analysis

Checklist of Skills in Using Structural Analysis

The purpose for teaching children structural analysis is to develop in them the ability to recognize larger, more meaningful units (morphemes) in words than individual consonants or blends. Among the units commonly included in a structural analysis program are the following:

1. Can the child recognize the inflectional endings on the ends of common root words (e.g., look, looking, looked; wash, washes, washed)?
Yes ____ No ____ Comment ______________

2. Can the child recognize whole words in compound words and build compound words with two familiar words (e.g., gunman, sunshine, hotdog, milkman, etc.)?
Yes ____ No ____ Comment ______________

3. Can the child recognize and know the meaning of prefixes, suffixes, and roots?

a. Recognize commonly used prefixes added to root words: a, e, un, be, al, ex, de, re, im, dis, mis, etc. (e.g., unhappy, export, recount)?
Yes ____ No ____ Comment ______________

b. Recognize commonly used suffixes: ing, s, ed, ly, ten, end, es, er, y, us, ud, n, self, less, est, ful, fully, selves, ish, ness, ment, kle, able, ous, etc. (e.g., blackness, dangerous, sinful)?
Yes ____ No ____ Comment ______________

c. Recognize words to which both prefixes and suffixes have been added (e.g., unkindly, distrustful, repayable)?

Yes ____ No ____ Comment ______________

4. Can the child form the plural of nouns by adding s?
Yes ____ No ____ Comment ______________

5. Can the child show possession by adding apostrophe s or just add an apostrophe if the word already ends in s?
Yes ____ No ____ Comment ______________

6. Can the child use the hyphen in numbers and the prefix self?
Yes ____ No ____ Comment ______________

7. Can the child use the apostrophe to show the omission of a letter or letters in a contraction?
Yes ____ No ____ Comment ______________

8. Can the child break polysyllabic words into their component parts?
Yes ____ No ____ Comment ______________

9. Can the child use principles such as the following which function both in spelling and writing regarding the above structural elements:

Checklist of Skills in Using Structural Analysis (cont'd)

a. Common word endings beginning with a vowel are usually sounded as syllables (e.g., er, est, ing, en, able)?
Yes ____ No ____ Comment ________________

b. Words containing one vowel which end in a single consonant usually double that consonant before adding an ending which begins with a vowel (e.g., hop-hopped)?
Yes ____ No ____ Comment ________________

c. Change y to i before adding a suffix beginning with a vowel --unless the ending begins with i (e.g., hurry-hurried-hurrying)?
Yes ____ No ____ Comment ________________

d. Drop final e before adding a suffix beginning with a vowel (e.g., hope-hoping)?
Yes ____ No ____ Comment ________________

e. When a root word ends in f or fe, in which the e is silent the f sometimes is changed to v before the ending (e.g., calf-calves)?
Yes ____ No ____ Comment ________________

I. Student Skills
B. Vocabulary. Can the child recognize and understand the meaning of words appropriate to his reading level?

1. Tests

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
American School Reading Tests (1955)		see full listing under Comprehension				
Burnett Reading Series: Survey Test Advanced (1967) Senior		see full listing under Comprehension				
California Reading Test Lower Primary (1957, rev. 1965) Upper Primary (1957, rev. 1965) Elementary (1957, rev. 1963) Junior High Level (1957, rev. 1963)		see full listing under Comprehension				
Comprehensive Reading Scales (1948, rev. 1953)		see full listing under Comprehension				
Cooperative English Tests: Reading Comprehension (1940, rev. 1960)		see full listing under Comprehension				
Cooperative Inter-American Tests Tests of Natural Sciences Tests of Reading Tests of Social Studies		see full listing under Comprehension				

I. Student Skills
B. Vocabulary

1. Tests (cont'd)

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
Delaware County Silent Reading Test (1965)		see full listing under Word Attack (Structural Analysis)				
Developmental Reading Tests Primer Reading (1955, rev. 1968) Lower Primary Reading (1955, rev. 1968) Upper Primary Reading (1955, rev. 1968) Intermediate Reading (1959, rev. 1968)		see full listing under Comprehension				
Diagnostic Reading Test, Pupil Progress Series Primary Level I (1956, rev. 1957) Primary Level II (1956, rev. 1957) Elementary Level (1956, rev. 1957) Advanced Level (1956, rev. 1960)		see full listing under Work Study				
Durrell-Sullivan Reading Test Primary Level (1937, rev. 1944)		see full listing under Oral and Silent Reading (Silent Reading [diagnostic] : Group)				

I. Student Skills
B. Vocabulary

1. Tests (cont'd)

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
a) Achievement b) Capacity Intermediate Level (1937, rev. 1944) a) Achievement b) Capacity						
Gates-MacGinitie Reading Tests Primary A (1926, rev. 1965) Primary B (1926, rev. 1965) Primary C (1938, rev. 1965) Primary Cs (1926, rev. 1965) Survey D (1939, rev. 1965) Survey E (1964, rev. 1965)		see full heading under Comprehension				
Gray-Votaw-Rogers General Achievement Test Level I (1934, rev. 1963) Level II (1934, rev. 1963)		see full heading under Comprehension				

I. Student Skills
B. Vocabulary

1. Tests (cont'd)

Nsme of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
Iowa Every-Pupil Test of Basic Skills, Test A: Silent Reading Comprehension Elementary Battery (1955, rev. 1964) Advanced Battery (1955, rev. 1964)		see full heading under Comprehension				
Nelson-Denny Reading Test: Vocabulary-Comprehension-Rate (1924, rev. 1960)		see full heading under Comprehension				
Reader Rater with Self-Scoring Profile (1959, rev. 1965)		see full heading under Comprehension				
Reading: Adult Basic Education Survey, Parts 1 and 2 (1966, rev. 1967)		see full heading under Comprehension				
SRA Achievement Series: Reading (1954, rev. 1964)		see full heading under Comprehension				
SRA Reading Progress Test (1962, rev. 1963)		see full listing under Comprehension				
SRA Reading Record (1947, rev. 1954)		see full listing under Comprehension				

I. Student Skills
B. Vocabulary

1. Tests (cont'd)

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
Wide Range Vocabulary Test	8-12+	Reading vocabulary	2	10	C. R. Atwell & F. L. Wells	Psychological Corp.

2. Check Lists--attached

a) Vocabulary Check List

I. Student Skills
B. Vocabulary

VOCABULARY CHECK LIST

The understanding of a particular reading vocabulary item can be derived from two abilities: (1) knowing the literal meaning of the printed word encountered in isolation, and (2) using grammatical and meaning clues from the context of the reading material.

Rating Sheet for Vocabulary Building

Student's Name ______________________________

Grade ________________ Rater ______________

1. Does the child have the ability to get the precise meaning of familiar words in accordance with the intention of the context--e.g., pitcher of water and baseball pitcher?

yes ___ no ___

2. Can the child derive the meaning of a word through the use of roots, prefixes and suffixes--e.g., band, disband, banding?

yes ___ no ___

3. Can the child derive the meaning of new words and/or technical terms directly from the rest of the sentence and make use of these words in his speaking and writing--e.g., A hexagon is a closed figure having six angles and six sides?

yes ___ no ___

4. Does the child have the ability to obtain the meaning of new words and/or technical terms from the glossary or dictionary and make use of these words in his speaking and writing?

yes ___ no ___

5. Does the child have the ability to derive and use figurative language in his speaking and writing--e.g., "The wind is a rustler"?

yes ___ no ___

6. Does the child possess any specialized vocabulary that does not emerge in the normal curriculum--e.g., in his spare time the child might pursue lapidary, radio construction, horseback riding, etc.?

yes ___ no ___

7. Does the child read widely at his independent level in material which interests him?

yes ___ no ___

I. Student Skills
C. Comprehension. Can the child understand words & ideas, and relate one to the other?

1. Tests

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
American School Achievement Tests						
Part I, Reading, Primary Battery (1941, rev. 1955)	2-3	Sentence and word meaning; paragraph meaning	4	35	W.E. Pratt, R.V. Young, & C.E. Cockerville	Bobbs-Merrill
Part I, Reading, Intermediate Battery (1941, rev. 1958)	4-6	Same as above	4	35	Same as above	Same as above
Part I, Reading, Advanced Battery (1941, rev. 1958)	7-9	Same as above	4	40	Same as above	Same as above
American School Reading Tests (1955)	10-13	Vocabulary; reading rate; comprehension	2	80	W.E. Pratt & S. W. Love	Bobbs-Merrill
Buffalo Reading Test for Speed and Comprehension (1933; rev. 1965)	9-16	Speed; comprehension	2	35	M.E. Wagner	Foster & Stewart Publishing Corp.
Burnett Reading Series: Survey Test						
Primary I (1966, rev. 1967)	1.5-2.4	Word identification; word meaning; comprehension	1	47	R.W. Burnett	Scholastic Testing Service
Primary II (1966)	2.5-3.9	Same as above	1	55	Same as above	Same as above
Intermediate (1967)	4-6.9	Same as above	1	45	Same as above	Same as above

I. Student Skills
C. Comprehension.

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
Advanced (1967)	7-9.9	Vocabulary; rate and accuracy; comprehension	1	38	R. W. Burnett	Scholastic Testing Service
Senior	10-12.9	Same as above	1		Same as above	Same as above
California Reading Test	1-2					
Lower Primary (1957, rev. 1963)	1-2	Vocabulary; comprehension	2	35	E. W. Tiegs & W.W. Clark	California Testing Bureau
Upper Primary (1957; rev. 1963)	2.5-4.5	Same as above	2	50	Same as above	Same as above
Elementary (1957, rev. 1963)	4-6	Same as above	4	60	Same as above	Same as above
Junior High Level (1957, rev. 1963)	7-9	Same as above	4	80	Same as above	Same as above
Advanced	9-14	Same as above	3	80	Same as above	Same as above
Commerce Reading Comprehension Test (1956, rev. 1958)	12-16+		1	65	I.T. Halfter & R.J. McCall	Department of Psychological Testing, DePaul University
Comprehensive Primary Reading Scales (1956, rev. 1960)	1	Reading comprehension, picture reading vocabulary; meaning reading vocabulary; word recognition vocabulary	1		M.J. Van Wagenen, M.A. Van Wagenen, & M. Klaeger	Van Wagenen Psycho-Educational Research Laboratories
Comprehensive Reading Scales (1948, rev. 1953)	4-12		1		M. J. Van Wagenen	Van Wagenen Psycho-Educational Research

I. Student Skills
C. Comprehension.

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
Cooperative English Tests: Reading Comprehension (1940; rev. 1960)	9-14	Vocabulary; level of comprehension; speed of comprehension	3	45	C. Derrick, D.P. Harris, & B. Walker	Cooperative Test Division
Cooperative Inter-American Tests						
Tests of Natural Sciences	8-13	Vocabulary; interpretation of reading materials	4	45	Committee on Modern Languages of the American Council of Education	Cooperative Test Division, Educational Testing Service
Tests of Reading	1-13	Vocabulary; comprehension (level and speed)	4		Same as above	Same as above
Tests of Social Studies	8-13	Vocabulary; interpretation of reading materials	4	45	Same as above	Same as above
Davis Reading Test						
Series I (1956, rev. 1962)	11-13	Level of comprehension; Speed of comprehension	4	40	F.B. Davis & C.C. Davis	Psychological Corp.
Series II (1956, rev. 1962)	8-11	Same as above	4	40	Same as above	Same as above
Developmental Reading Tests						
Primer Reading (1955, rev. 1968)	1.5	Basic Vocabulary; general comprehension; specific comprehension	1	55	G.L. Bond, B.	Lyons & Carnahan
Lower Primary Reading (1955, rev. 1968)	1.5-2.5	Same as above	1	55	Same as above	Same as above
Upper Primary Reading (1955, rev. 1968)	2.5-3	Same as above	1	55	Same as above	Same as above

I. Student Skills
C. Comprehension

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
Intermediate Reading (1959, rev. 1968)		see full listing under Critical Reading				
Diagnostic Reading Scale (1963)		see full listing under Oral and Silent Reading (Oral and/or Silent Reading: Individual)				
Diagnostic Reading Tests Diagnostic Reading Test (1957, rev. 1963)		see full listing under Oral and Silent Reading (Oral Reading: Individual)				
Lower Level (1947, rev. 1963)						
Upper Level (1947, rev. 1963)						
Diagnostic Reading Test, Pupil Progress Series Primary Level I (1956, rev. 1957)		see full listing under work study				
Primary Level II (1956, rev. 1957)						
Elementary Level (1956, rev. 1957)						
Advanced Level (1956, rev. 1960)						
Durrell Analysis of Reading Difficulty (1937, rev. 1955)		see full listing under Oral and Silent Reading (Oral and/or Silent Reading: Individual)				

I. Student Skill

C. Comprehension

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author (s)	Publisher
Durrell-Sullivan Reading Test Primary Level (1937, rev. 1944) a) Achievement b) Capacity Intermediate Level (1937, rev. 1944) a) Achievement b) Capacity		see full listing under Oral and Silent Reading (Silent Reading diagnostic Group)				
Every Pupil Achievement Test						
Primary Reading (1935, rev. 1967)	1	Word recognition; comprehension; listening; sentence completion, matching	1	40-60	M. Barnett	Bureau of Educational Measurements
Primary Reading (1935, rev. 1967)	2-3	Testing knowledge of environment through reading; sentence completion; comprehension	1	20	same as above	same as above
Gates-MacGinitie Reading Tests						
Primary A (1926, rev. 1965)	1	Vocabulary; comprehension	2	45	AI. Gates & W MacGinitie	Teachers College Press, Columbia University
Primary B (1926, rev. 1965)	2	Same as above	2	45	same as above	same as above
Primary C (1938, rev. 1965)	3	same as above	2	55	same as above	same as above

I. Student Skills
C. Comprehension

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
Primary Cs (1926, rev. 1965)	2-3	Speed and accuracy	3	12	A.I. Gates & W. MacGinitie	Teachers College Press, Columbia University
Survey D (1939, rev. 1965)	4-6	Speed and accuracy; vocabulary; comprehension	6	50	same as above	same as above
Survey E (1964, rev. 1965)	7-9	same as above	6	49	same as above	same as above
Gates-MacGinitie Reading Test -- Readiness Skills (1939, rev. 1968)		see full listing under Capacity				
Guilliland Learning Potential Examination (1966)		see full listing under Capacity				
Gray-Votaw-Rogers General Achievement Test						
Level I (1934, rev. 1963)	1-3	Reading comprehension, reading vocabulary; spelling; arithmetic reasoning arithmetic computation	4	70-80	H. Gray, D.F. Votaw, & J.L. Rogers	Steck Co.
Level II (1934, rev. 1963)	4-9	Reading comprehension; reading vocabulary; spelling; arithmetic reasoning, arithmetic computation; elementary science; language; literature (optional); social studies, health & safety	4	170	same as above	same as above
Individual Placement Series-Reading Adequacy "READ" Test (1961, rev. 1966)	12+	Reading rate, per cent of of comprehension; corrected reading rate	1	10-15	J. H. Norman	Personnel Research Associates, Inc.

I. Student Skill
C. Comprehension

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
Iowa Every-Pupil Tests of Basic Skills, Test A: Silent Reading Comprehension Elementary Battery (1955, rev. 1964)	3-5	Reading comprehension; vocabulary	4	60	H.F.Spitzer, E. Horn, N.McBrown, H.A. Greene, & E.F. Lindquist	Houghton Mifflin
Advanced Battery (1955, rev. 1964)	5-9	same as above	4	85	same as above	same as above
Iowa Silent Reading Test Elementary (1933, rev. 1942) Advanced (1927, rev. 1942)		see full listing under Oral and Silent Reading (Silent Reading (Survey): Group)				
Kelley-Greene Reading Comprehension Test (1952)	9-13	Paragraph comprehension; directed reading; retention of details; reading rate	1	75	V.H. Kelley & H.A. Greene	Harcourt, Brace, & World
Maintaining Reading Efficiency Test (1966)	9-16	Rate; comprehension accuracy; reading efficiency	2		W.E. Peeples & J.K. Taylor	Developmental Reading Distributors
Monroe's Standardized Silent Reading Test (1919, rev. 1954)		see full listing under Oral and Silent Reading (Oral and/or Silent Reading: Individual)				

I. Student Skill
C. Comprehension

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
National Achievement Tests: Municipal Tests: Reading Test (Comprehension and Speed) (1938, rev. 1957)	3-8	Following directions; sentence meaning; paragraph meaning; reading speed	2	37-38	R.K. Speer & S. Smith	Acorn Publishing Co., Psychometric Affiliates
Nelson-Denny Reading Test: Vocabulary-Comprehension Rate (1924, rev. 1960)	9-16+	Vocabulary; comprehension; rate	2	35	N. Nelson, E. Denny, & J. Brown	Houghton Mifflin
Primary Reading Profiles (1953, rev. 1968)	1-2	Reading aptitude; auditory association; word recognition; word attack; reading comprehension	1	95-100	J.B. Stroud, A.N. Hieronymous, & P. McKee	Houghton Mifflin
RBH Reading comprehension Test (1951, rev. 1963)	12+		1	25		Richardson, Bellows, Henry, & Co.
Reader Rater with Self-Scoring Profile (1959, rev. 1965)	10-12+	Speed; comprehension; reading habits; reading for details; reading for inferences; reading for main ideas & adjusting speed; summarizing; skimming; recall of information read; unspeeded vocabulary; speeded vocabulary	1	60-120		Better Reading Program
Reading; Adult Basic Education Survey, Parts 1 and 2 (1966, rev. 1967)	Poorly educated adults	Comprehension; vocabulary	1		E. Rasof & M. C. Neff	Follett Publishing Co.
Reading Versatility Test Paper and Pencil Edition (1961, rev. 1967)	5-8	Rate of reading; comprehension; skimming (rate, comprehension); scanning(rate, comprehension)	4	30	A.S. McDonald & M. Alodia	Educational Developmental Laboratories

I. Student Skills
Comprehension

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
Reading Versatility Test Basic, Reading Eye Edition (1961, rev. 1962)	6-10	Comprehension; rate; fixations per 100 words; duration of fixation; apparent number of lines; regressions per 100 words; span of recognition	2	35	A.S. McDonald, M. Alodia, & S. E. Taylor	Educational Developmental Laboratories
Intermediate	3-12	Rate of reading; comprehension; skimming (rate, comprehension); scanning (rate, comprehension)	1		A.S. McDonald, M.Alodia, & H. S. Nason	same as above
Advanced	12-16	Same as above	4	30	G. Zimny & J. Byrne	Same as above
SRA Achievement Series: Reading (1954, rev. 1964)	1-9	Comprehension; vocabulary; verbal-pictorial association; language perception	4	185 130 80 80	L.P. Thorpe, D. W. Lefever, & R. A. Naslund	Science Research Associates
SRA Reading Progress Test (1962, rev. 1963)	12+	Vocabulary; logical thinking; reading for information; rate	1			Science Research Associates
SRA Reading Record (1947, rev. 1954)	6-12	Reading rate; comprehension; everyday reading scales; vocabulary	1	45	G.T. Buswell	Science Research Associates
Stanford Diagnostic Reading Test Level 1 (1966) Level 2 (1966)		see full listing under Word Attack (Structural Analysis)				
Traxler High School Reading Test (1938, rev. 1967)	10-12	Reading rate; story comprehension; main ideas; total comprehension	2	55	A.E. Traxler	Bolls-Merrill

2. Check Lists -- attached a) Rating Sheet for Comprehension Skills

I. Student Skills
C. Comprehension

RATING SHEET FOR COMPREHENSION SKILLS

Student's Name ____________________

Grade __________ Date __________

Rater ____________________

	No grasp and/or never uses the skill 1	At expected mastery level and/or uses to moderate degree 2	Complete mastery and/or uses skill whenever necessary 3	Comments
I. Skills in Comprehension and Interpretation				
A. Can follow a sequence of ideas or events				
1. Knows events of a story				
2. Knows steps in a process				
3. Realizes cause-and-effect relationships				
B. Notes and recalls significant details				
C. Remembers what is read				
1. Grasps the ideas as presented				
D. Summarizes and organizes important ideas				
E. Gathers, assembles, and organizes ideas on a problem				
F. Follows directions given in reading material				
G. Reads critically and evaluates what is read				

I. Student Skills
C. Comprehension

Rating Sheet for Comprehension Skills (cont'd)

	No grasp and/or never uses the skill 1	At expected mastery level and/or uses to moderate degree 2	Complete mastery and/or uses skill whenever necessary 3	Comments
1. Anticipates outcomes				
2. Reacts to the mood or tone of a selection				
3. Recognizes emotional reactions and motives of story characters				
4. Considers ideas in the light of his own knowledge and experiences				
5. Draws inferences from a passage				
6. Interprets figurative expressions				
7. Distinguishes between statements of fact and opinion				
8. Examines the support of statements made				
9. Reaches broad generalizations and conclusions				
H. Has the ability to read for main ideas				
1. Can state the general meaning or significance of the selection				
2. Can pick out the main idea and key words of a passage				
3. Can pick out the main idea and key words of a paragraph				
I. Reads to make comparisons				

I. Student Skills
C. Comprehension

Rating Sheet for Comprehension Skills (cont'd)

	No grasp and/or never uses the skill 1	At expected mastery level and/or uses to moderate degree 2	Complete mastery and/or uses skill whenever necessary 3	Comments
1. Can compare two or more versions of a story				
2. Can compare two or more printed sources of information				
J. Grasps the organization of what is read				
1. Can identify through divisions of a selection				
2. Recognizes the structure of paragraphs				
3. Considers the design of the writing				
4. Can outline and organize ideas				
K. Can identify the writer's purpose				
L. Can identify the writer's bias				

II. Comparison of Oral Reading with Silent Reading Comprehension	YES	NO
A. Oral reading slower than silent reading		
B. Oral reading faster than silent reading		
C. Little or no difference in reading rate noted		
D. Comprehension poorer after silent reading		
E. Comprehension poorer after oral reading		
F. Little or no difference in reading comprehension noted		
G. More relaxed attitude noted during silent reading		
H. More relaxed attitude noted during oral reading		
I. Little or no difference in attitude noted		
III. Comparison of Oral Reading with Listening Comprehension		
A. Listening comprehension is much better		
B. Listening comprehension is slightly better		
C. Listening comprehension is no better		

IV. Grade Levels (acquired by administering standardized or informal individual test, i.e., Spache Scales, Durrell Analysis, an informal inventory, etc.)

Independent ______________

Instructional ______________

Frustration ______________

Listening ______________

V. Comprehension Level (check)

Good __________

Fair __________

Poor __________

I. Student Skills

D. Oral and Silent Reading. Can the child read orally and silently well enough to give and receive enjoyment and/or information?

1. Tests

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
a. Oral Reading: Individual						
Diagnostic Reading Tests						
Diagnostic Reading Test (1957, rev. 1963)	K-4	Survey; word attack	2		F. Triggs	Committee on Diagnostic Reading Tests
Lower Level (1947, rev. 1963)	4-8	same as above	2		F. Triggs	same as above
Upper Level (1947, rev. 1963)	7-13	Survey; vocabulary; comprehension (silent and auditory); rates of reading; word attack	2		F. Triggs	same as above
Gilmore Oral Reading Test	1-8	Accuracy; comprehension; rate	2	15-20	J. Gilmore & V. Gilmore	Harcourt, Brace & World
Gray Oral Reading Test (1963, rev. 1967)	1-16+		4		W.S. Gray	Bobbs-Merrill
b. Oral and/or Silent Reading: Individual						
Diagnostic Reading Scales (1963)	1-8	Word recognition; oral reading; silent reading; auditory comprehension	1	45	G.D. Spache	California Test Bureau

I. Student Skills
D. Oral and Silent Reading

1. Tests (cont'd)

(b. Oral and/or Silent Reading: Individual)

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
Durrell Analysis of Reading Difficulty (1937, rev. 1955)	1-6	Oral reading; silent reading; listening comprehension; word recognition and analysis; naming letters; matching letters; visual memory of words-primary; hearing sounds in words-primary; learning to hear sounds in words; sounds of letters; learning rate; visual memory of words-intermediate; phonic spelling; spelling test; handwriting	1	30-90	D.D. Durrell	Harcourt, Brace & World
Gates-McKillop Reading Diagnostic Tests (1926, rev. 1962)		see full listing under Word Attack				
Monroe's Standardized Silent Reading Test (1919, rev. 1954)	3-12	Rate; comprehension	8	10	W.S. Monroe	Bobbs-Merrill
Wide Range Achievement Test (WRAT)						
Level I (1936, rev. 1965)	1-6	Reading; spelling; arithmetic	1	20-30	J.F. Jastak & J.R. Jastak	Guidance Test Associates
Level II (1936, rev. 1965)	7-12+	same as above	1	20-30	same as above	same as above

I. Student Skills
D. Oral and Silent Reading

1. Tests (cont'd)

c. Silent Reading (diagnostic): Group

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
Botel Reading Inventory (1961, 1966)		see full listing under Word Attack				
Diagnostic Reading Tests		see full listing under Oral Reading: Individual				
Doren Diagnostic Reading Test of Word Recognition Skills (1956, rev. 1964)		see full listing under Word Attack				
Durrell-Sullivan Reading Test						
Primary Level (1937, rev. 1944)	2.5-4.5				D.D. Durrell & H.B. Sullivan	Harcourt, Brace, & World
a) Achievement		Word meaning; paragraph meaning; spelling; written recall	2	65		
b) Capacity		Word Meaning; paragraph meaning	2	65		
Intermediate Level (1937, rev. 1944)	4.6-6				same as above	same as above
a) Achievement		same as Achievement above	2	55		
b) Capacity		same as Capacity above	1	40		
Learning Methods Test (1954, rev. 1955)		see full listing under Word Attack (Sight Vocabulary)				

I. Student Skills
D. Oral and Silent Reading

1. Tests (cont'd)

(c. Silent Reading [diagnostic]: Group)

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
McCullough Word Analysis Tests		see full listing under Word Attack				
Rosewell-Chall Diagnostic Reading Test of Word Analysis Skills (1956, rev. 1959)		see full listing under Word Attack				

d. Silent Reading (Survey): Group

Developmental Reading Tests: Silent Reading Diagnostic Tests (1958)		see full listing under Word Attack				
Iowa Silent Reading Tests						
Elementary (1933, rev. 1942)	Pre-K -3	Rate; comprehension; directed reading; word meaning; paragraph comprehension; sentence meaning; alphabetizing; use of index	4	60	H.A. Greene & V.H. Kelley	Harcourt, Brace, & World
Advanced (1927, rev. 1942)	9-14	Rate; comprehension; directed reading; poetry comprehension; word meaning; sentence meaning; paragraph comprehension; use of index; selection of key words	4	60	H.A. Greene, A.N. Jorgensen, & V.H. Kelley	same as above

I. Student Skills
D. Oral and Silent Reading

1. Tests (cont'd)

(d. Silent Reading [Survey]: Group)

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
Stanford Diagnostic Reading Test Level 1 (1966) Level 2 (1966)		see full listing under Word Attack (Structural Analysis)				

2. Check Lists--attached

I. Student Skills
D. Oral and Silent Reading

ORAL AND SILENT READING CHECK LIST

I. Word Recognition/Word Attack (see p. , section on word attack skills for check list)

II. Fluency in Reading

A. Orally

	Date	Specify Errors Made		
1. Makes punctuation errors				
2. Makes many hesitations				
3. Loses place repeatedly				
4. Slurs and runs words together				
5. Mispronounces certain words				
6. Repeats phrases, words, or parts of words				
7. Inserts words or parts of words				
8. Skips lines				
9. Reverses letters, syllables, or words				
10. Must be aided in pronunciation				
11. Lacks voice intonation (inflection)				
12. Strained, high-pitched voice				
13. Volume too loud				
14. Volume too soft				

I. Student Skills
D. Oral and Silent Reading

Oral and Silent Reading Check List (cont'd)

	Date	Specify Errors Made		
B. Silently				
1. Vocalizes either audibly or unaudibly during silent reading				
C. Orally and Silently				
1. Reads too quickly and in a jerky manner				
2. Reads too slowly				
3. Reads word by word				
4. Points with finger				
5. Holds book too close				
6. Holds book too far				
7. Shows signs of tenseness				
8. Poor attention				
9. Eyes cannot fixate				
10. Fixations too numerous for a given line				

III. Grade Levels

Independent ______ Instructional ______ Frustration ______

I. Student Skills

E. Listening. Can the child retain, organize and evaluate the speaker's ideas?

1. Tests

a. Dow Listening Test--Freshmen--Michigan State College. --I

b. California Auding Test--Secondary pupils--University of California, Berkeley. --J,S

c. Durrell-Sullivan Reading Capacity Test, Primary test--2.5-4.5, Intermediate test--3.0-7.0, Harcourt, Brace and World. --P,I

d. Hall Listening Test--Grade 5--University of Southern California. --I

e. Hollow Listening Test--Intermediate grades--Fordham University, New York. --I

f. Lewis Listening Test--Grades 4, 5, 6. Colorado State College, Greeley. --I

g. Pratt Listening Test--Grade 6, Master's Thesis, State University of Iowa, Iowa City. --I

h. Stephens College Listening Test--college freshmen. --S

i. Wright Listening Test--2, 3, and 4th grades, doctoral dissertation, Washington University, St. Louis, Missouri. --P,I

j. Standard Reading Inventory (Listening Comprehension Test) 10 questions follow each of 6 stories. Forms A and B. In addition to listening comprehension, subtests include recognition vocabulary, oral errors, comprehension, and speed. 1966 edition, hand scorable. Author--Robert McCracken, Pioneer Printing Company, Bellingham, Washington. --P,I
Examiner's Materials--$4.00.
Booklets--25 for------$5.00.

k. Sequential Tests of Educational Progress--Listening

Level 4	Grades 4-6	4A	4B
Level 3	Grades 7-9	3A	3B
Level 2	Grades 10-12	2A	2B
Level 1	Grades 13-14	1A	1B

1956, revised 1963. Interpretive Manual, 1957. 29 pages.

l. Brown-Carlsen Listening Comprehension Test: Evaluation and Adjustment Series, grades 9-13. Forms AM--1953, BM--1955, Manual--1955, 20 pages. Expectancy Chart, 1955. 45-50 minute test. Harcourt, Brace and World. --S

2. Check Lists--attached

a. Favorable Environment for Good Listening

b. Checking Up on My Listening

c. Listening Skills

I. Student Skills
E. Listening

FAVORABLE ENVIRONMENT FOR GOOD LISTENING

1. Does a secure and comfortable atmosphere prevail in the classroom?

yes _____ no _____

2. Do the children realize that their contributions are worthwhile?

yes _____ no _____

3. Are definite goals established for listening?

yes _____ no _____

4. Is the seating arrangement conducive to listening?

yes _____ no _____

5. Are the children frequently encouraged to join in class participation?

yes _____ no _____

6. Is the attention span of the children considered when making presentations?

yes _____ no _____

7. Are the children encouraged to self-evaluate their listening skills?

yes _____ no _____

8. Are the children encouraged to practice using what they hear?

yes _____ no _____

I. Student Skills
   E. Listening

Self-evaluation checklists such as the following can help children become aware of the many factors involved in listening and the primary objectives which the teacher feels are important as listening goals.

*Checking up on My Listening

1. Did I remember to get ready for listening? Yes ____ No ____
   a. Was I seated comfortable where I could see and hear? Yes ____ No ____
   b. Were my eyes focused on the speaker? Yes ____ No ____
2. Was my mind ready to concentrate on what the speaker had to say? Yes ____ No ____
   a. Was I able to push other thoughts out of my mind for the time being? Yes ____ No ____
   b. Was I ready to think about the topic and call to mind the things I already knew about it? Yes ____ No ____
   c. Was I ready to learn more about the topic? Yes ____ No ____
3. Was I ready for "take off?" Yes ____ No ____
   a. Did I discover in the first few minutes where the speaker was taking me? Yes ____ No ____
   b. Did I discover his central idea so that I could follow it through the speech? Yes ____ No ____
4. Was I able to pick out the ideas which supported the main idea? Yes ____ No ____
   a. Did I take advantage of the speaker's clues (such as first, next, etc.) to help organize the ideas in my mind? Yes ____ No ____
   b. Did I use my extra "think" time to summarize and take notes--either mentally or on paper? Yes ____ No ____
5. After the speaker finished and the facts were all in, did I evaluate what had been said? Yes ____ No ____
   a. Did this new knowledge seem to fit with the knowledge I already had? Yes ____ No ____
   b. Did I weigh each idea to see if I agreed with the speaker? Yes ____ No ____

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*Kopp, O.W., "The Evaluation of Oral Language Activities: Teaching and Learning," Elementary English, 44:114-23, April, 1967.

I. Student Skills
E. Listening

Name ______________________
Grade ______ Date ________

LISTENING SKILLS

	No grasp and/or rarely uses the skill. 1	At expected mastery level and/or uses the skill with moderate success. 2	Complete mastery and/or uses skill successfully when necessary. 3
I. Good attitudes toward listening:			
A. Has attention span appropriate to his age level.			
B. Adjusts to distractions.			
C. Looks at the speaker the majority of the time.			
II. Similarities and differences in word sounds; recognition of new words:			
A. Recognizes words with common prefixes and suffixes.			
B. Listens for rhyming sounds.			
C. Conscious of synonyms, antonyms, and homonyms.			
D. Recognizes syllables from hearing word and is conscious of proper accenting.			
E. Sensitive to alliteration.			
III. Remembering details and finding differences:			
A. Can give back details in story.			
B. Picks out word that does not belong.			
C. Can add adjectives and adverbs to make sentence more precise.			
D. Detects poorly constructed sentences and nonsequential arrangement of ideas and can put series of events in order.			
E. Can isolate phrases that answer questions.			
F. Can make constructive criticism upon hearing factual information.			

I. Student Skills
E. Listening

Listening Skills (cont'd)

	1 No grasp and/or rarely uses the skill.	2 At expected mastery level and/or uses the skill with moderate success.	3 Complete mastery and/or uses skill successfully when necessary.
IV. Listening for main ideas:			
A. Can tell about the main idea in a selection he has heard.			
B. Can name main characters.			
C. Can pick out action (naming, describing, etc.) words in sentences he hears.			
D. Can give a simple outline of content.			
E. Can relate to and analyze the content he has heard.			
F. Can take pertinent notes.			
V. Following directions:			
A. Can verbalize directions in his own words if asked.			
B. Can adapt oral directions to his own use.			
C. Can listen to argument and list the points. VI. Gaining information:			
A. Can proceed or react to information given.			
B. Acquires ideas from listening to various media.			
VII. Increasing vocabulary; improving choice of words:			
A. Can recognize and incorporate into his vocabulary new words to which he has been exposed.			

I. Student Skills
E. Listening

Listening Skills (cont'd)

		No grasp and/or rarely uses the skill. 1	At expected mastery level and/or uses the skill with moderate success. 2	Complete mastery and/or uses skill successfully when necessary. 3
	B. Can use colorful words with expression.			
	C. Can begin to substitute more interesting and precise vocabulary for common words.			
	D. Can guess meaning of a word from context.			
	E. Checks meaning in dictionary.			
	F. Understands function of clue words, i.e., also, next, however.			
VIII.	Enjoyment of speech:			
	A. Likes to be read to.			
	B. Can pantomime feelings of story characters.			
	C. Uses sound effects in storytelling.			
	D. Enjoys a dramatic rendering.			
	E. Enjoys sounds of words in a story.			
IX.	Critical and evaluative listening:			
	A. Expresses like or dislike of a story.			
	B. Demonstrates some choice in what he listens to.			
	C. Evaluates accuracy of account--knows when something has been left out.			
	D. Critically evaluates speech for intonation, word position, rhythm, and speed.			

I. Student Skills
F. Work Study. Can the child use appropriately a wide variety of reference resources and study skills?

1. Tests

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
California Study Methods Survey (1958)	7-13	Attitudes toward school: mechanics of study; planning and system; verification	1	30-50	H. D. Carter	California Test Bureau
Diagnostic Reading Test, Pupil Progress Series						
Primary Level I (1956, rev. 1957)	1.9-2.1	Word recognition; word-content relation; words in use; rate of reading for meaning; comprehension; recalling information; reading to locate information; reading for descriptions	2	40-60	O. F. Anderhalter, R. S. Gawkowski, and R. Colestock	Scholastic Testing Service
Primary Level II (1956, rev. 1957)	2.2-3	Words in use; word meaning; rate of reading for meaning; recalling information; reading for descriptions; following directions; reading for meaning	2	40-60	same as above	same as above
Elementary Level (1956, rev. 1957)	4-6	Functions of common sources; selection of best source; use of the index; use of table of contents; rate of reading for meaning; recalling	2	65	same as above	same as above

I. Student Skills
   F. Work Study

1. Tests (cont'd)

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
(continued from above)		information; locating information; reading for descriptions; word meaning; reading for meaning; reading for directions or procedures				
Advanced Level (1956, rev. 1960)	7-8	Functions of common sources; selection of best source; use of index; use of table of contents; rate of reading for meaning; recalling information; locating information; reading for descriptions; word meaning; reading for meaning; reading for directions or procedures	2	65	O. F. Anderhalter, R. S. Gawkowski, and R. Colestock	Scholastic Testing Service
Iowa Every-Pupil Tests of Basic Skills, Test B						
Elementary Battery (1940, rev. 1947)	3-5	Map reading; use of references; use of index; use of dictionary; alphabetizing	4	55	H. F. Spitzer, E. Horn, M. McBroom, H. A. Greene, and E. F. Lindquist	Houghton Mifflin
Advanced Battery (1940, rev. 1947)	5-9	Map reading; use of references; use of index; use of dictionary; graphing	4	90	same as above	same as above

I. Student Skills
   F. Work Study

1. Tests (cont'd)

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
Iowa Tests of Educational Development						
Test 5: Ability to Interpret Reading Materials in the Social Studies (1942, rev. 1961)	9-12		2	70	E. F. Lindquist	Science Research Associates
Test 6: Ability to Interpret Reading Materials in the Natural Sciences (1942, rev. 1961)	9-12		2	70	same as above	same as above
Test 9: Use of Sources of Information	9-12		2	35	same as above	same as above
Library Tests						
Library Survey Test (Test I) (1967)	7-8	General information; periodicals; oral and written reports; Dewey Decimal system; dictionary; reference books	1		Perfection Form Co.	Perfection Form Co.
Library Sources and Skills (Test II) (1967)	9-10	Readers guide to periodicals; terms scholars use; terms used in discussing books and manuscripts; Dewey Decimal classification; research organization; reference material; Webster's	1		same as above	same as above

I. Student Skills
F. Work Study

1. Tests (cont'd)

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
(continued from above)		Third International Dictionary; encyclopedia; periodicals; card catalog				
Library Sources and Uses of Information (Test III) (1967)	11-12	Alphabetizing; Dewey Decimal classification; periodicals; card catalog; reference books; Readers Guide; identifying resources; using sources of information	1		Perfection Form Co.	Perfection Form Co.
Peabody Library Information Test						
Elementary Level (1940)	4-8		1	35	L. Shores and J. E. Moore	Educational Test Bureau
High School Level (1940)	9-12		1	35	same as above	same as above
College Level (1938, rev. 1940)	13-16	The book; arrangement of books; catalogue; dictionary; encyclopedia; periodicals and indexes; special reference books; bibliography	1	37	same as above	same as above
Road Map Test of Direction Sense (1965)	2-12		1		J. Money	John Hopkins Press

I. Student Skills
F. Work Study

1. Tests (cont'd)

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
Robinson-Hall Reading Tests (1940, rev. 1949)	13-16	Reading ability for art, geology, history, and fiction; rate and comprehension	5		F. P. Robinson and P. Hall	University Publications Sales, Ohio State University
Study Habits Checklist (1957, rev. 1967)	9-16		1		R. C. Preston and H. Botel	Science Research Associates
Study Habits Inventory (1934, rev. 1941)	12-16		1	10-20	C. G. Wrenn	Consulting Psychologists Press
Study Performance Test (1934, rev. 1943)	9-16		1		H. A. Toops and G. Shover	Wilbur L. Layton
Study Skills Counseling Evaluation (1962)	7-16	Study time distribution; study conditions; taking notes; preparing and taking examinations; habits and attitudes	1	10-20	G. Demos	Western Psychological Services
Tyler-Kimber Study Skills Test (1937)	9-16	Finding what you want in a book; using an index; using general reference books; recognizing common abbreviations; using the library card catalog; interpreting maps; current periodical literature; interpreting graphs	1	60-90	H. T. Tyler and G. C. Kimber	Consulting Psychologists Press

2. Check Lists--attached

a) Work Study Skills

WORK STUDY
SKILLS

I. Organization

Can the student do the following?

a. take notes yes ____ no ____

b. determine relationship between paragraphs yes ____ no ____

c. follow time sequences yes ____ no ____

d. outline single paragraphs yes ____ no ____

e. outline sections of a chapter yes ____ no ____

f. summarize single paragraphs yes ____ no ____

g. summarize larger units of material yes ____ no ____

h. make generalizations yes ____ no ____

i. draw conclusions yes ____ no ____

j. derive "drift" of unit from table of contents, topical headings, topic sentences, etc. yes ____ no ____

II. Knowledge and Use of Reference Materials

Can the child do the following?

a. place words in alphabetical order yes ____ no ____

b. easily locate words in dictionary yes ____ no ____

c. use table of contents yes ____ no ____

d. use indexes of books easily and efficiently yes ____ no ____

e. apply the above in the use of encyclopedia yes ____ no ____

f. use library card catalogue yes ____ no ____

g. use the telephone directory yes ____ no ____

h. understand the purpose of footnotes and bibliographies yes ____ no ____

i. utilizes the following sources to locate materials?

1) Atlas yes ____ no ____

2) World Almanac yes ____ no ____

3) Glossary yes ____ no ____

I. Student Skills
F. Work Study

Work Study - Skills (continued)

4) Appendix yes ____ no ____

5) City directory yes ____ no ____

6) Newspapers yes ____ no ____

7) *Reader's Guide to Periodical Literature* yes ____ no ____

8) *Who's Who* yes ____ no ____

III. Following Directions

Can the student do the following?

a. follow one-step directions yes ____ no ____

b. follow steps in sequence yes ____ no ____

c. see the relation between the purposes and the directions yes ____ no ____

IV. Specialized Skills

Can the student accomplish the following graph and table skills?

a. understand how to use the calendar yes ____ no ____

b. interpret a table by reading across and down from given points yes ____ no ____

c. understand the purpose of lines and bars in graph measurement yes ____ no ____

d. design graphs and tables such as the following for practical use: yes ____ no ____

   1) Line graph to measure and record daily temperature yes ____ no ____

   2) Picture graph to show the populations of several European countries yes ____ no ____

   3) Bar graph to show the relative weight gains of several children yes ____ no ____

   4) A horizontal-vertical type table to show sales progress of Girl Scout cookie sales over a period of one week yes ____ no ____

e. show ability to keep record of income and expenses for an organization yes ____ no ____

I. Student Skills
F. Work Study

Work Study - Skills (continued)

Can the student accomplish the following map and globe skills?

a. understand and interpret simple street or "landmark" type maps yes ____ no ____

b. make pratical use of a road map "key" yes ____ no ____

c. use an air map; understand such symbols as railroads, boundaries, rivers, mountains, and lakes yes ____ no ____

d. have the knowledge and ability to measure distance, area, and elevation, and locate certain points yes ____ no ____

e. indicate ability to interpret the following:

    1) Outline map yes ____ no ____
    2) Population map yes ____ no ____
    3) Crops map yes ____ no ____
    4) Elevation map yes ____ no ____
    5) Mineral production map yes ____ no ____
    6) Rainfall map yes ____ no ____

V. Other Specialized Skills

Can the student do the following?

a. Understand the significance of pictorial aids yes ____ no ____

b. Observe and infer from picture representations yes ____ no ____

c. Read and interpret charts yes ____ no ____

d. Read and interpret cartoons yes ____ no ____

e. Read and interpret diagrams yes ____ no ____

f. Read and interpret scales yes ____ no ____

g. React critically in content material yes ____ no ____

h. Understand vocabulary and patterns of writing in:

    1) History yes ____ no ____
    2) Geography yes ____ no ____
    3) Science yes ____ no ____

I. Student Skills
F. Work Study

Work Study - Skills (continued)

4) Arithmetic yes ____ no ____

5) Literature yes ____ no ____

i. Apply the study skills to content material yes ____ no ____

VI. Self-evaluations

Can the child make accurate self-evaluations of progress in reading? yes ____ no ____

VII. Application of Concepts

Can the child apply concepts gained from the reading material to confront situations such as the following?

a. Experiments yes ____ no ____

b. Problems yes ____ no ____

c. Discussion yes ____ no ____

d. Further reading yes ____ no ____

e. Observation yes ____ no ____

f. Everyday living yes ____ no ____

VIII. Extensive Reading

Is the child developing the habit of extensive reading in subject areas in order to stimulate and satisfy intellectual curiosity and to participate more effectively in the physical world? yes ____ no ____

I. Student Skills
G. Rate. Can the child vary his reading rate according to the material and purpose?

1. Tests

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
American School Reading Tests (1955)		see full listing under Comprehension				
Buffalo Reading Test for Speed and Comprehension (1933, rev. 1965)		see full listing under Comprehension				
Burnett Reading Series: Survey Test Advanced (1967) Senior		see full listing under Comprehension				
Diagnostic Reading Test, Pupil Progress Series Primary Level I (1956, rev. 1957) Primary Level II (1956, rev. 1957) Elementary Level (1956, rev. 1957) Advanced Level (1956, rev. 1960)		see full listing under Comprehension				
Gates-MacGinitie Reading Tests Primary Cs (1926, rev. 1965) Survey D (1939, rev. 1965) Survey E (1964, rev. 1965)		see full listing under Comprehension				

I. Student Skills
G. Rate

1. **Tests** (cont'd)

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
Gilmore Oral Reading Test (1951, rev. 1968)		see full listing under Oral and Silent Reading (oral Reading: Individual)				
Individual Placement Series - Reading Adequacy "READ" Test (1961, rev. 1966)		see full listing under Comprehension				
Iowa Silent Reading Tests Elementary (1933, rev. 1942) Advanced (1927, rev. 1942)		see full listing under Oral and Silent Reading (Silent Reading [Survey] : Group)				
Kelley-Greene Reading Comprehension Test (1952)		see full listing under Comprehension				
Maintaining Reading Efficiency Tests (1966)		see full listing under Comprehension				
Monroe's Standardized Silent Reading Test (1919, rev. 1954)		see full listing under Oral and Silent Reading (Oral and/or Silent Reading: Individual)				
National Achievement Tests: Reading Test (Comprehension and Speed) (1938, rev. 1957)		see full listing under Comprehension				
Nelson-Denny Reading Test: Vocabulary-Comprehension-Rate (1924, rev. 1960)		see full listing under Comprehension				

I. Student Skills
G. Rate

1. Tests (cont'd)

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
Reader Rater with Self-Scoring Profile (1959, rev. 1965)		see full listing under Comprehension				
Reading Versatility Test Paper and Pencil Edition (1961, rev. 1967) Basic Reading Eye Edition (1961, rev. 1962) Intermediate Advanced		see full listing under Comprehension				
SRA Reading Progress Test (1962, rev. 1963)		see full listing under Comprehension				
SRA Reading Record (1947, rev. 1954)		see full listing under Comprehension				
Traxler High School Reading Test (1938, rev. 1967)		see full listing under Comprehension				

2. Check Lists--attached

a) Reading Flexibility Check List

b) Self-Inventory of Flexible Reading

I. Student Skills
G. Rate

Reading Flexibility Check List

A. Skimming Rate

Is the child able to use this rate in a work-type situation

1. to find references and/or locate new material? yes ____ no ____
2. to answer specific questions or find one particular bit of information? yes ____ no ____
3. to get the general idea of a selection? yes ____ no ____

Is the child able to use this rate in a recreational situation

1. to go through a book or magazine to get the general idea of the contents? yes ____ no ____
2. to review a familiar story? yes ____ no ____

B. Rapid Reading Rate

Is the child able to use this rate in a work-type situation

1. to review familiar material? yes ____ no ____
2. to get the main idea or central thought? yes ____ no ____
3. to get information for temporary use? yes ____ no ____

Is the child able to use this rate in a recreational situation

1. to read narrative material primarily for plot? yes ____ no ____
2. to read informational material for pleasure or relaxation? yes ____ no ____
3. to reread familiar material? yes ____ no ____

I. Student Skills
G. Rate

Check List (continued)

C. Selective Reading Rate

Is the child able to use this rate in a work-type situation

1. to find answers to specific questions? yes ____ no ____
2. to grasp the relation of details to main ideas? yes ____ no ____
3. to read materials of average difficulty? yes ____ no ____
4. to evaluate materials? yes ____ no ____
5. to get details in sequence? yes ____ no ____
6. to follow directions? yes ____ no ____
7. to outline, summarize or paraphrase? yes ____ no ____
8. to analyze author's purpose? yes ____ no ____
9. to summarize or to solve a problem? yes ____ no ____

Is the child able to use this rate in a recreational situation

1. to appreciate beauty of literary style? yes ____ no ____
2. to read material with unusual vocabulary or style? yes ____ no ____
3. to judge literary value? yes ____ no ____
4. to read poetry? yes ____ no ____
5. to read with the intent of retelling a story? yes ____ no ____
6. to read with intent of memorizing? yes ____ no ____
7. to keep up with current events? yes ____ no ____

SELF-INVENTORY OF FLEXIBLE READING

1. I am able to read easy material rapidly and with understanding.

   Yes _____ No _____ Sometimes _____

2. When reading rapidly, I am able to read for ideas, using the keys words in the selection.

   Yes _____ No _____ Sometimes _____

3. Before reading any important material, I preview or look over its content thoroughly to decide the reading rate I will use.

   Yes _____ No _____ Sometimes _____

4. I deliberately change my rate from one selection to another in order to suit the purpose and content of what is read. (e.g., novels compared to math text)

   Yes _____ No _____ Sometimes _____

5. When reading materials of only moderate difficulty, I skim selectively for the central thought rather than read line by line. (e.g., newspaper article for Lead Line)

   Yes _____ No _____ Sometimes _____

6. I read a wide variety of printed materials with equal ease and enjoyment.

   Yes _____ No _____ Sometimes _____

7. When skimming persuasive material, I am able to generalize about the author's attitude before reading the entire selection.

   Yes _____ No _____ Sometimes _____

8. When skimming a passage, I secure a temporarily satisfactory meaning for new words unless I encounter a key word, the meaning of which is not obvious in the context.

   Yes _____ No _____ Sometimes _____

9. I tend to skim when looking for a single fact, name or number.

   Yes _____ No _____ Sometimes _____

SELF-INVENTORY OF FLEXIBLE READING (continued)

10. Have I mastered the following reading rate skills?

a. reading silently without moving my lips.

Yes ____ No ____ Sometimes ____

b. reading groups of words (phrases) rather than one word at a time.

Yes ____ No ____ Sometimes ____

c. reading without looking back to words I have already read.

Yes ____ No ____ Sometimes ____

d. reading without pointing with my finger.

Yes ____ No ____ Sometimes ____

I. Student Skills
H. Critical. Can the child make judgments, recognize the author's viewpoints and purpose, draw inferences, etc.?

1. Tests

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
Davis Reading Test						
Series II (1956, rev. 1962)	8-11	Form 2A	4	40	F.B. Davis & C.C. Davis	Psychological Corp.
Developmental Reading Tests						
Intermediate Reading (1959, rev. 1968)	4-6	see section on reading to evaluate-interpret	2	50	C.L. Bond, B. Balow, & C.J. Hoyt	Lyons & Carnahan
Evaluation Aptitude Test (1951, rev. 1952)	12+ 16+	Neutral syllogisms; emotionally toned syllogisms; emotional bias; indecision	1	55	D.E. Sell	Psychometric Affiliates
Lee-Clark Reading Test						
First Reader (1931, rev. 1958)	1-2	see subtest, inference	2	20-30	J.M. Lee & W.W. Clark	California Test Bureau
Watson-Glaser Critical Thinking Appraisal (1942, rev. 1964)	9-16+	Inference; recognition of assumptions; deductions; interpretation; evaluation of arguments	3	50-60	G. Watson & E.M. Glaser	Harcourt, Brace, & World

2. Check Lists--attached

a. Check List of Skills in Critical Thinking

I. Student Skills
   H. Critical

CHECK LIST OF SKILLS IN CRITICAL THINKING

Can the student do the following?

a. recognize the significance of the content yes ____ no ____

b. recognize important details yes ____ no ____

c. identify unrelated details yes ____ no ____

d. find the main idea of a paragraph yes ____ no ____

e. Find the main idea of larger selections yes ____ no ____

f. locate the topic sentences yes ____ no ____

g. locate answers to specific questions yes ____ no ____

h. develop independent purposes for reading yes ____ no ____

i. realize the author's purpose yes ____ no ____

j. develop standards to determine the accuracy and revelancy of information yes ____ no ____

k. determine, judge, and draw conclusions from the author's interpretation of controversial issues yes ____ no ____

l. evaluate concepts gained by contrasting and comparing them with facts and opinions from several other sources yes ____ no ____

m. suspend judgement until sufficient data is gathered yes ____ no ____

n. visualize from a written or oral description yes ____ no ____

o. draw one's own inferences from the material and recognize the inference implied by the author yes ____ no ____

I. Student Skills

I. Interests and Appreciation. Can the child find personal value in reading and become aware of broader horizons?

Check Lists--attached

a. Interest Inventory Record

I. Student Skills
I. Interests and Appreciation

INTEREST INVENTORY RECORD

1. What sports do you like to play? (circle your answers). Do you like to watch? (underline your answers).

a. Roller skating
b. Skiing
c. Football
d. Baseball
e. Basketball
f. Swimming
g. Bowling
h. Horseback riding
i. Boating
j. ____________________

2. Do you have pets? What kinds? ____

____

3. Do you collect things? (circle your answers)

a. Foreign money
b. Stamps
c. Rocks
d. Butterflies
e. Dolls
f. ____________________

4. Do you have hobbies and pastimes? (circle your answers)

a. Writing letters
b. Sewing or knitting
c. Dancing
d. Singing or playing a musical instrument
e. Playing cards
f. Working on cars
g. Repairing things
h. Drawing and painting
i. Driving a car
j. Cooking
k. Making things with tools
l. Experimenting in Science
m. Going for walks
n. Fishing
o. Hunting
p. ____________________

5. Suppose you could have one wish which might come true, what would it be?

____

I. Student Skills
I. Interests and Appreciation

INTEREST INVENTORY RECORD (continued)

6. What school subject do you like best? ______________________

7. What school subject do you like least? ______________________

8. What is the best book you ever read? ______________________

9. Do you enjoy reading? ______________________

10. Do you like to have someone read to you? Who? ______________________

____

11. Apart from lessons, about how much time each day do you spend reading?

____

12. Do your parents encourage you to read at home? ______________________

13. What are the names of some books you have been reading during the last two months? ______________________

____

14. Do you have a card for the public or school library? ______________________

15. How many books do you have of your own? ______________________

16. How many books have you borrowed from friends during the last month?

______ Give titles of some ______________________

____

17. How many books have you loaned to friends during the last month? ______

Give titles of some ______________________

____

18. About how many books do you have in your home? ______ Give the titles

of some ______________________

____

19. From what sources, other than your home, libraries, and friends do you obtain books?

1. Buy them ____ 3. Rent them ____
2. Gifts ______ 4. Exchanges ____

20. Underline the kinds of reading you enjoy most: history, travel, plays, essays, adventure, stories, science, poetry, novels, detective stories, fairy tales, mystery stories, biography, music, etc.

INTEREST INVENTORY RECORD (continued)

21. What kind of work do you want to do when you finish school? __________

____

Are you going to college? ______ Where? ______________________________

22. What newspapers do you read? ______________________________________

23. What sections of the newspaper do you like best? Check below.

1. Sports _____
2. Funnies _____
3. Stories _____
4. News _____
5. Editorials _____
6. Other _____

24. What magazines are received regularly at your home? ______________

____

(underline those which you read).

25. Name your favorite magazines: ______________________________________

26. Name the comic books you read and underline your favorites. __________

____

27. Where do you get your magazines and comic books? ________________

____

28. Name three movies you last saw. ______________________________

____

29. Name the three radio or TV programs you like best. ______________

____

30. Name the state or country farthest away that you have visited. ______

____

31. Which of the following have encouraged you to read? Check below.

1. Parents ______
2. Teacher ______
3. Librarian ____
4. Hobby ______
5. Friends _____
6. Pals _______
7. Club leader _____
8. Relatives ______
9. Club work ______
10. Other __________

I. Student Skills
J. Capacity. Does the child have normal development of reading skills corresponding to his grade level?

1. Tests

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
American School Reading Readiness Test (1941, rev. 1955)	K-1	Vocabulary; discrimination of letter forms; discrimination of letter combinations; word selection; word matching; discrimination of geometric forms; following directions; memory of geometric forms	1	45	W.E. Pratt, R.V. Young, & C.A. Whitmer	Bobbs-Merrill
Anton Brenner Development Test of School Readiness (1964)	K-1	Number producing; number recognition; ten-dot gestalt; sentence gestalt; draw-a-man	1	3-10	A. Brenner	Western Psychological Services
Binion-Beck Reading Readiness Test for Kindergarten and First Grade (1945)	K-1	Picture vocabulary; ability to follow directions; memory for a story; motor control	1	40	H.S. Binion & R.L. Beck	Acorn Publishing Co.
Early Detection Inventory (1967)	Pre-K	School readiness tasks; social-emotional behavior responses; motor performance	1		F.E. McGahan & C. McGahan	Follett Publishing Co.
Functional Readiness Questionnaire for School and College Students (1957)	1-16	Physical readiness; emotional readiness	1	5	E.A. Taylor & H.A. Sloan	Reading & Study Skills Center

I. Student Skills
J. Capacity

1. Tests (cont'd)

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
Gates-MacGinitie Reading Tests—Readiness Skills (1939, rev. 1968)	K-1	Listening; comprehension; auditory discrimination; visual discrimination; following directions; letter recognition; visual-motor coordination; auditory blending; word recognition	1		A.I. Gates & W. MacGinitie	Teachers College Press, Columbia University
Gilliland Learning Potential Examination (1966)	K+	Nonreading and noncultural; predicted comprehension; visual memory	1		H. Gilliland	Montana Reading Clinic Publications
Harrison-Stroud Reading Readiness Profiles (1949, rev. 1956)	K-1	Using symbols; making visual discriminations; using the content; making auditory discriminations; using context and auditory clues; giving names of letters	1	80-90	M.L. Harrison & J.B. Stroud	Houghton Mifflin
Keystone Ready to Read Tests (1954)	K		1			Keystone View Co.
Lee-Clark Reading Readiness Test (1931, rev. 1962)	K-1	Letter symbols; concepts; word symbols	1	20	J.M. Lee and W.W. Clark	California Test Bureau
Lippincott Reading Readiness Test (Including Readiness Checklist) (1965)	K-1		1		P.H. McLeod	J.B. Lippincott

I. Student Skills
J. Capacity

1. Tests (cont'd)

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
McHugh-McParland Reading Readiness Test (1966, rev. 1968)	K-1	Rhyming words; beginning sounds; visual discrimination; identifying letters	1		W.J. McHugh & M. McParland	Cal-State Bookstore
Maturity Level for School Entrance and Reading Readiness (1950, rev. 1959)	K-1	Maturity level; reading readiness	1	20	K.M. Barham	American Guidance Service, Educational Test Bureau Division
Metropolitan Readiness Tests (1933, rev. 1965)	K-1	Word meaning; listening matching; alphabet; numbers; copying; drawing a man (optional)	2	65-75	G.H. Hildreth, N.L. Griffiths, & M.R. McGauvran	Harcourt, Brace, & World
Monroe Reading Aptitude Tests (1935)	K-1	Visual; auditory; motor; articulation; language	1	30	M. Monroe	Houghton Mifflin
Murphy-Durrell Reading Readiness Analysis (1949, rev. 1965)	K-1	Sound recognition; letter meaning; learning words	1	80	H.A. Murphy & D.D. Durrell	Harcourt, Brace, & World
Perceptual Test of Complete Copy Forms (1966)	K-3	Perceptual forms; incomplete forms	2		Publication Committee, Winter Haven Lions Club	Winter Haven Lions Research Foundation
Reading Readiness-Form A (1953, rev. 1960)	K-1	Uses of things; likenesses; likenesses in words; listening for c sound; listening for d sound	1	30-40	O.F. Anderhalter & F. Colestock	Scholastic Testing Service

I. Student Skills
J. Capacity

1. Tests (cont'd)

Name of Test	Grade Level	Abilities Measured	Number of Forms	Time in Minutes	Author(s)	Publisher
School Readiness Behavior Tests Used at the Gesell Institute (1964, rev. 1965)	K-5	Readiness to start school	1		F.L. Ilg & L.B. Ames	Programs for Education
School Readiness Checklist, Research Edition (1963)	K-1		1		J.J. Austin & J.C. Lafferty	Research Concepts
School Readiness Survey	K-1		1		F.L. Jordan & J. Massey	Consulting Psychologists Press
Screening Test of Academic Readiness (1966)	K-1	Picture vocabulary; letters; picture completion; copying; picture description; human figure drawings; relationships; numbers	1		A.E. Ahr	Priority Innovations
Steinbach Test of Reading Readiness (1963)	K-1	Identifying capital letters; identifying lower case letters; memory of word forms; auditory discrimination; language ability	1	45	M.N. Steinbach	Scholastic Testing Service
Van Wagenen Reading Readiness Scales (1933, rev. 1958)	K-1	Listening vocabulary; range of information; perception of information; opposites; memory span for ideas; word discrimination; word learning; verbal I.Q.	2	30	M.J. Van Wagenen	Van Wagenen Educational Laboratories
Watson Reading Readiness Test (1960)	K-1	Subjective (teacher's ratings of physical, social, emotional, and psychological readiness); objective	1	50-60	G.M. Watson	C. S. Hammond

I. Student Skills
J. Capacity

*Group Intelligence Tests

a. California Test of Mental Maturity, California Test Bureau

b. California Short-Form Test of Mental Maturity, California Test Bureau

c. Chicago Non-Verbal Examination, The Psychological Corporation

d. Davis-Eells Test of General Intelligence or Problem Solving Ability, Harcourt, Brace & World, Inc.

e. Goodenough Intelligence Test, Harcourt, Brace & World, Inc.

f. Henmon-Nelson Tests of Mental Ability (self-marking), The Psychological Corporation

g. Kuhlmann-Anderson Intelligence Tests, Educatinal Test Bureau

h. Otis Quick-Scoring Test of Mental Ability, Harcourt, Brace & World, Inc.

i. Pintner General Ability Tests--Verbal Series, Harcourt, Brace & World, Inc.

j. Pintner General Ability Tests--Non-language Series, Harcourt, Brace & World, Inc.

k. SRA Primary Mental Abilities, Science Research Associates

2. Check Lists--attached

a. Reading Readiness Evaluation

---

*See The Sixth Mental Measurements Yearbook, ed. Oscar K. Buros for detailed descriptions of these tests.

I. Student Skills
J. Capacity

READING READINESS EVALUATION

Name ______________________________ Chronological Age ________
Mental Age ________

1. Does the child have the necessary mental maturity to handle first grade tasks? (Intelligence test and Readiness test)
    - a. Ability to recognize relationships yes ____ no ____
    - b. Ability to think sequentially yes ____ no ____
    - c. Ability to memorize with ease yes ____ no ____
    - d. Ability to sustain attention yes ____ no ____
    - e. Ability to make good judgements yes ____ no ____

2. Does the child score well on a reading readiness test? (Readiness test)

    yes ____ no ____

3. Is the child emotionally and socially mature for his age? (Parental conference, observation and psychological testing)
    - a. Leadership ability yes ____ no ____
    - b. Ability to work with others yes ____ no ____
    - c. Ability to carry on independently yes ____ no ____
    - d. Absence of infantile behavior yes ____ no ____
    - e. Feelings of security yes ____ no ____

4. Is the child's health normal? (Doctor's evaluation)
    - a. Absence of fatigue yes ____ no ____
    - b. Well-nourished body yes ____ no ____
    - c. Bodily coordination yes ____ no ____
    - d. Freedom from physical defects yes ____ no ____

5. Is eye maturation normal? (Eye test)
    - a. Acuity at near point yes ____ no ____
    - b. Acuity at far point yes ____ no ____
    - c. Binocular skill yes ____ no ____
    - d. Eye-hand coordination yes ____ no ____
    - e. Directional sense yes ____ no ____

6. Is hearing normal? (Audiometer test)
    - a. Auditory acuity yes ____ no ____
    - b. Auditory discrimination yes ____ no ____
    - c. Clarity of enunciation yes ____ no ____

7. Is the child physically able to speak distinctly? (Observation)
    - a. Absence of baby talk yes ____ no ____
    - b. Absence of a lisp yes ____ no ____
    - c. Absence of stuttering yes ____ no ____
    - d. Overall clarity of speech yes ____ no ____

8. Does he speak with a foreign accent or a dialect? (Observation)

    yes ____ no ____

9. Does he have undesirable speech patterns learned at home? (Observation)
    yes ____ no ____

I. Student Skills
J. Capacity

READING READINESS EVALUATION
(continued)

10. Is he able to recognize and understand standards of good speech? (Observation)

yes ___ no ___

11. Is the child's vocabulary usage rich, average, or poor? (Observation)

Circle one of the above

12. Does the child have an adequate experiential background to provide material for discussion? (Observation, Parental conferences and tests)

yes ___ no ___

13. Does his home environment have a propensity for instilling school achievement?
    a. Parental interest in books yes ___ no ___
    b. Parental sharing of books with child yes ___ no ___
    c. Parental agreement on disciplinary measures yes ___ no ___
    d. Parental acceptance yes ___ no ___
    e. Parental harmony yes ___ no ___
    f. Travel opportunities yes ___ no ___

14. Can the child see likenesses and differences? (Reading readiness test and Observation)

yes ___ no ___

15. Can the child comprehend what he hears and relate ideas sequentially? (Observation and Readiness test)

yes ___ no ___

16. Are the child's work habits good? (Observation)

yes ___ no ___

17. Can the child tell a story? (Observation)

yes ___ no ___

18. Can the child solve simple, everyday problems? (Observation and Parental Conference)

yes ___ no ___

19. Can the child follow directions? (Readiness test and Observation)

yes ___ no ___

20. Can the child speak in sentences? (Observation)

yes ___ no ___

21. Does his personality permit him to articulate freely? (Observation)

yes ___ no ___

22. Does the child want to read? (Parental conference, Observation) yes ___ no ___

II. TEACHER SKILLS IN READING INSTRUCTION

Taxonomy of Evaluative Techniques for Reading Programs

Goal Area: Teacher Skills

Name of Goal	Guiding Question
A. Materials	Is the teacher able to locate and use appropriate materials?
B. Diagnostic Teaching	Is the teacher skilled in the administration and interpretation of various formal and informal tests as a basis for instructional planning?
C. Learning Theory	Does the teacher know and apply the learning theory and philosophy of reading
D. Student Needs	Does the teacher know the reading needs and characteristics of the learners?
E. Curriculum Planning	Is the teacher able to plan effective units for individualized and group instruction (considering basic assumptions, means, ends, etc.)?
F. Professional Bearing	Can the teacher effectively communicate with other staff members on matters related to reading?
G. Effective Reading Habits	Is the teacher an avid reader in professional, personal, and citizenship areas?
H. Reading Skill Knowledge	Does the teacher know the reading-related skills expected of the learners?
I. Innovative Attitude	Is the teacher able to initiate and execute new teaching strategies as situations demand?
J. Rapport with Learner	Is the teacher able to elicit learning behavior from students (have their respect, hold their attention, evoke enthusiasms, etc.)?
K. Relating to Content	Is the teacher able to relate reading skills to content material?

II. Teacher Skills in Reading Instruction

A. Materials. Is the teacher able to locate and use appropriate materials?

Evaluation Instruments Attached:

1) Teacher Inventory of Remedial Reading Materials
2) Teacher's Knowledge of Secondary Materials Check List
3) Evidence of Appropriate Material--Check List
4) Evaluation of Reading Materials

II. Teacher Skills in Reading Instruction

A. Materials

Teacher Inventory of Remedial Reading Materials

TESTS	Have Studied	Have Used
California Reading Tests	______	______
California Tests of Mental Maturity	______	______
California Test of Personality	______	______
Bond, Clymer, Hoyt Diagnostic Reading Test	______	______
Frostig Perception Test	______	______
Wepman Inventory of Listening Abilities	______	______
Wechsler Intelligence Scale for Children	______	______
Peabody Picture Vocabulary Test	______	______
Illinois Test of Psycholinguistic Abilities	______	______
Durrell Analysis of Reading Difficulty	______	______
Durrell-Sullivan Reading Capacity and Achievement Tests	______	______
Doren Diagnostic Reading Test	______	______
Gray Standardized Oral Reading Paragraphs Test	______	______
Iowa Tests of Basic Skills	______	______
Kuhlman-Anderson Intelligence Test (9 levels)	______	______
Otis Quick-Scoring Mental Ability Test	______	______
Spitzer Study Skills Test	______	______
Standford Achievement Tests	______	______
Standford-Binet Intelligence Scales	______	______
Learning Methods Test (Mills)	______	______

MACHINES AND TEACHING AIDS		
Filmstrip projector	______	______
Tachistoscope	______	______
Controlled Reader	______	______
Tape Recorder	______	______
Reading-eye pacer	______	______
Phonograph	______	______
Overhead projector	______	______
Film projector	______	______
Maps and globes	______	______
Science equipment	______	______
Library resources	______	______
Experience charts	______	______
Bulletin boards	______	______
Interest corners	______	______
Still photos	______	______
Polaroid cameras	______	______

II. Teacher Skills in Reading Instruction
A. Materials

Teacher Inventory of Remedial Reading Materials (cont'd)

TECHNIQUES	Have Studied	Have Used
Phonics programmed via diagnosis		
Fernald's Kinesthetic method		
Visual-motor technique		
V.A.K.T. technique		
Phonic-tactile		
Auditory-visual		
TEACHER TEXTS		
Arbuthnot, CHILDREN AND BOOKS, 1947		
Austin et al, READING EVALUATION, 1961		
Betts, FOUNDATIONS OF READING INSTRUCTION, 1946		
Bond and Tinker, READING DIFFICULTIES, DIAGNOSIS AND CORRECTION		
Dechant, IMPROVING THE TEACHING OF READING, 1964		
Fernald, REMEDIAL TECHNIQUES IN BASIC SCHOOL SUBJECTS		
Harris, EFFECTIVE TEACHING OF READING, 1962		
Harris, HOW TO INCREASE READING ABILITY, 1961		
Kottmeyer, TEACHERS GUIDE FOR REMEDIAL READING, 1959		
Robinson, WHY CHILDREN FAIL TO READ, 1948		
Russel and Karp, READING AIDS THROUGH THE GRADES, 1951		
Schubert, IMPROVING READING THROUGH INDIVIDUALIZED CORRECTION, 1968		
Spache, GOOD READING FOR POOR READERS, 1964		
Strang, PROBLEMS IN THE IMPROVEMENT OF READING IN HIGH SCHOOL AND COLLEGE, 1940		

II. Teacher Skills in Reading Instruction

A. Materials

Teachers Knowledge of Secondary Materials -- Checklist

Below are listed various materials, equipment, and tests, which could be used in a secondary reading program. The list is certainly not meant to be exhaustive nor is it suggested that these are the best materials available. Room has been provided at the end of each category to add items which you may be familiar with.

Following each of the items below are four (4) columns. Put a check in the appropriate column if you are:

COLUMN NO.	EXPLANATION
1	Not familiar with materials but would like to be.
2	Familiar with material but haven't used.
3	Have used material but reaction questionable.
4	Have used material with favorable reaction.

I. TEXT TYPE MATERIAL

	1	2	3	4
1. PHONICS IN ACTION (Allyn & Bacon)				
2. READING WITH PURPOSE (American Book Co.)				
3. READING WITH SIGNIFICANCE (American Book Co.)				
4. USING THE CONTEXT (Barnell Loft)				
5. GATES PEARDON PRACTICE EXERCISES (Columbia)				
6. READING FASTER (Cambridge Univ. Press)				
7. McCall Crabbs STANDARD TEST LESSONS IN RDG. (Columbia)				
8. STUDY TYPE OF RDG. EXERCISES FOR SECONDARY SCHOOLS (Columbia)				
9. FOLLETT BASIC LEARNING SERIES (Follett Press)				
10. BETTER READING (Globe Book)				
11. EFFECTIVE READING (D. C. Heath)				
12. STORIES FOR TEEN AGERS (Globe Book,				
13. BUILDING READING CONFIDENCE (C. S. Hammond)				
14. AMERICAN ADVENTURE SERIES (Harper & Row)				
15. EFFICIENT READING (D. C. Heath)				
16. TEEN AGE TALES (D. C. Heath)				
17. BASIC READING 7 & 8 (J. B. Lippincott)				
18. READING FOR MEANING 4-12 (J. B. Lippincott)				
19. DEVELOPMENTAL READING SERIES (Lyons and Carnahan)				
20. ADVANCED SKILLS IN READING (Macmillan)				

II. Teacher Skills in Reading Instruction

A. Materials

I. TEXT TYPE MATERIAL CONT'D

		1	2	3	4
21.	BE A BETTER READER SERIES (Prentice Hall)				
22.	READING SKILL BUILDERS (Reader's Digest)				
23.	DEVELOPING YOUR VOCABULARY (SRA)				
24.	BETTER READING BOOKS (SRA)				
25.	BASIC READING SKILLS FOR JUNIOR HIGH (SRA)				
26.	BASIC READING SKILLS FOR SENIOR HIGH (SRA)				
27.	EDL STUDY SKILL LIBRARY 4-9 (EDL)				
28.	THE LITERATURE SAMPLER (Learning Materials)				
29.	MACMILLAN READING SPECTRUM (Macmillan)				
30.	PILOT LIBRARY (SRA)				
31.	READING FOR UNDERSTANDING LAB (SRA)				
32.	SRA READING LABORATORIES IIA, IIB, IIIA, etc. (SRA)				
33.	TACTIC IN READING I & II - Galaxy Program (Scott Foresman)				
34.	READING INCENTIVE SERIES (McGraw-Hill)				
35.	IMPACT SERIES (Holt)				
36.					
37.					
38.					
39.					
40.					

II. MACHINES AND SPECIAL EQUIPMENT

		1	2	3	4
1.	READING RATEOMETER (Audio-Visual)				
2.	CONTROLLED READER JUNIOR (EDL)				
3.	EDL READING EYE (EDL)				
4.	TACH-X (EDL)				
5.	FLASH-X (EDL)				
6.	READING ACCELERATOR - Various Models (SRA)				
7.	IOWA READING FILMS - HIGH SCHOOL SERIES (Iowa)				
8.	PURDUE READING FILMS - JUNIOR & SENIOR HIGH SERIES (Purdue)				
9.	LISTEN AND READ PROGRAMS (EDL)				
10.	SHADOWSCOPE				
11.	CRAIG READER				
12.					
13.					
14.					
15.					

II. Teacher Skills in Reading Instruction

A. Materials

III. TESTS

a. SURVEY TESTS	1	2	3	4
1. BOTEL READING INVENTORY				
2. DIAGNOSTIC READING TESTS SURVEY (Triggs)				
3. DURRELL-SULLIVAN READING CAPACITY				
4. DURRELL-SULLIVAN READING ACHIEVEMENT				
5. GATES READING SURVEY				
6. IOWA SILENT READING TESTS				
7. NELSON-DENNY READING TEST				
8. KELLEY-GREENE READING COMPREHENSION TEST				
9. TRAXLER HIGH SCHOOL READING TEST				
10. GATES BASIC READING TEST 3.5-8				
11. SRA READING RECORD				
12.				
13.				
14.				
15.				
b. STUDY SKILLS AND VOCABULARY TESTS				
1. CALIFORNIA STUDY METHODS TEST (Carver)				
2. STANFORD STUDY SKILLS TEST				
3. SPITZER STUDY SKILLS TEST				
4. WIDE RANGE VOCABULARY TEST				
5.				
6.				
7.				
8.				
9.				
10.				
c. DIAGNOSTIC AND ORAL TESTS				
1. INFORMAL READING INVENTORIES				
2. DIAGNOSTIC READING SCALES (Spache)				
3. DOVEN DIAGNOSTIC READING TEST				
4. DURRELL ANALYSIS OF READING DIFFICULTY				
5. GRAY ORAL READING TEST				
6. READING DIAGNOSTIC TESTS - Gates-McKillop				
7. SILENT DIAGNOSTIC READING TESTS - Bond, Clymer, Hoyt				
8. GILMORE ORAL READING - World Book Co.				
9.				
10.				
11.				
12.				
13.				

II. Teacher Skills in Reading Instruction
A. Materials

Evidence of Appropriate Material - Checklist

Evaluating the Classroom

I. Are there evidences of my reading program around the room?
yes ____ no ____

A. Are there books of varying levels related to different topics and of diverse types (textbooks, biographies, travel books, stories, etc.) attractively arranged and easily available to the children?
yes ____ no ____

B. Are there evidences of promoting pupil learning through:

1. experience charts? yes ____ no ____
2. vocabulary charts? yes ____ no ____
3. motivation charts? yes ____ no ____
4. attractively arranged displays of pupil language efforts? yes ____ no ____
5. pupil-teacher made summaries for social studies, science, health, etc.? yes ____ no ____
6. charts to develop word meanings and concepts? yes ____ no ____
7. charts to illustrate principles of word analysis yes ____ no ____

Evidence of Appropriate Material - Checklist Cont'd.

II. Does my classroom environment lend itself to individual and group work in reading?

A. Is there a library or reading corner which:

1. displays books in an enticing manner? yes ____ no ____
2. provides space for book reviews, book information and pupil comments? yes ____ no ____
3. provides for comfortable reading in terms of chairs, tables, adequate lighting? yes ____ no ____

B. Is the room so arranged that the group working with the teacher:

1. is compact enough to enable all to hear without using a loud voice? yes ____ no ____
2. is far enough from those working independently so that it is not disturbing to the others? yes ____ no ____
3. has sufficient space to work comfortably? yes ____ no ____
4. is planned so that graphic materials used by the teacher are readily visible to all members of the group? yes ____ no ____
5. is planned so the teacher has writing space available if the situation demands additional visual material? yes ____ no ____

II. Teacher Skills in Reading Instruction

A. Materials

Evaluation of Reading Materials

Does the Material:	SATISFACTORY 1	UNSATISFACTORY 2	DOES NOT PERTAIN TO GRADE LEVEL 3
1. Stress readiness activities			
2. Develop sight vocabulary			
3. Build visual and/or auditory discrimination skills in:			
a. word configuration			
b. context clues			
c. phonetic analysis in:			
1) initial consonant sounds			
2) blends and digraphs			
3) vowel sounds			
4) working with root or base words			
5) working with synonyms and antonyms			
d. structural analysis			
1) inflectional endings			
2) compound words			
3) prefixes and suffixes			
4. Develop comprehension through the use of:			
a. details			
b. main ideas			
c. sequence and relationship			
d. following directions			
e. inferences			
f. reviewing			
g. making comparisons			
h. summarizing			
i. drawing conclusions			
j. critical evaluative reading			
5. Build study skills through the use of:			
a. dictionary			
b. maps, graphs, globes, and tables			
c. various reference resources			
d. note taking			
e. outlining			
f. following directions			
g. self-evaluations of progress			
h. extensive reading			

See Chapter 4, p. 211 for other material evaluation checklists.

II. Teacher Skills in Reading Instruction

B. Diagnostic Teaching. Is the teacher skilled in the administration and interpretation of various formal and informal tests as a basis for instructional planning?

Evaluation Instruments Attached:

1) Check List for Evaluating Diagnostic Teaching

2) Teacher Self-Inventory of Testing

II. Teacher Skills in Reading Instruction
B. Diagnostic Teaching

Check List for Evaluating Diagnostic Teaching

A. Looking at the Teacher

1. Is the teacher ambitious, energetic and eager to do an appropriate and effective job of teaching reading?
Yes ____ No ____

2. Is she willing to keep up to date in the field by reading professional materials and by attending helpful workships?
Yes ____ No ____

3. Does she give critical attention to the individual needs of each child?
Yes ____ No ____

4. Does she locate reading deficiencies of individual pupils and immediately supply the appropriate instruction?
Yes ____ No ____

5. Does she provide for individual differences?
Yes ____ No ____

6. Does she have knowledge of the total reading process?
Yes ____ No ____

7. Are records and progress charts kept on each youngster?
Yes ____ No ____

8. Does the teacher have a good background in reading?
Yes ____ No ____

9. Is the teacher exposed to an abundant supply of supplementary reading materials?
Yes ____ No ____

10. Does the teacher use supplementary reading materials effectively?
Yes ____ No ____

B. Looking at the Teaching Environment

1. Is there evidence of pupil progress and participation?
Yes ____ No ____

- skills checklist
Yes ____ No ____
- progress charts
Yes ____ No ____
- display of pupil work
Yes ____ No ____

2. Is the reading program co-ordinated with the pupil's other communicative experiences?
Yes ____ No ____

II. Teacher Skills in Reading Instruction
B. Diagnostic Teaching

Check List for Evaluating Diagnostic Teaching (cont'd)

3. Is there a cooperative effort and interest on the part of all teachers and administrators?
Yes ____ No ____

4. Does it differentiate instruction to meet the individual needs of each child and at the same time does it integrate the commonality of interests and abilities of the group?
Yes ____ No ____

C. Looking at the Teacher's Assessment of Individual Needs

1. Have I accurately assessed each child's instructional, independent, and frustrational levels through:

   a. studying the reading record card? Yes ____ No ____

   b. analyzing objective test results? Yes ____ No ____

   c. reading former teacher reports? Yes ____ No ____

   d. administering informal reading inventories?
   Yes ____ No ____

   e. administering standardized diagnostic tests?
   Yes ____ No ____

3. Are the activities for the group doing independent work:

   a. reading or language centered? Yes ____ No ____

   b. differentiated according to pupil abilities?
   Yes ____ No ____

   c. related to previously taught reading skills?
   Yes ____ No ____

   d. the result of a directed reading activity follow-up?
   Yes ____ No ____

   e. an outgrowth of independent reading? Yes ____ No ____

   f. so constructed that there is an identifiable learning purpose in them?
   Yes ____ No ____

II. Teacher Skills in Reading Instruction
B. Diagnostic Teaching

Teacher Self-Inventory of Testing

BEFORE THE TESTING

1. Do I avoid giving tests when the children are excited and/or have something on their minds (e.g., around holidays, field trips, physical education class, etc.)? Yes _____ No _____

2. Before administering the test, do I take it myself? Yes _____ No _____

3. Before giving the test, do I thoroughly study the content of the test manual? Yes _____ No _____

4. Do I adequately prepare the students for a state of "readiness" for the test (i.e., everything from an absence of undue tension to clear desk tops)? Yes _____ No _____

5. Do I coach the children before the test on any subject matter I know will be on the test? Yes _____ No _____

6. Before starting the test, do I make sure that I can supply the children with the right number of tests, pencils (Machine scorable pencils if required and/or extra pencils in case points happen to get broken), erasers, and scratch paper? Yes _____ No _____

7. Do I have answers to anticipated questions the children will ask at my fingertips (e.g., "Should we skip the hard questions, or should we guess at the answers?")? Yes _____ No _____

8. Do I make sure that the pupils can comfortably handle the test materials (esp. left-handed children) and that they are seated so as to encourage self-reliance? Yes _____ No _____

9. Do I ready the room for the children before the test (i.e., see that heat, light, ventilation, etc. are adequate)? Yes _____ No _____

10. Do I prevent unnecessary interruptions by making sure there will be no fire drill, administrative announcement, visitors, or tardy pupils (e.g., by checking with the administration, placing a "Please do not disturb" sign on my door, and waiting until all students who will be present are seated)? Yes _____ No _____

11. Do I check test booklets before the test to make sure that they are clean and usable? Ye _____ No _____

12.. If pupils have never used a machine-scorable answer sheet, do I explain its use the day before the test? Yes _____ No _____

II. Teacher Skills in Reading Instruction
B. Diagnostic Teaching

Teacher Self-Inventory of Testing--continued

13. Do I understand why the test is to be given so I can tell my pupils its purpose? Yes _____ No _____

14. Do I check to make sure all pupils have gone to the toilet and have gotten a drink before the test? Yes _____ No _____

DURING THE TESTING

1. Do I impress the children with the fact that the testing experience should carry with it neither undue tension nor indifference? Yes _____ No _____

2. Without sounding too stilted, do I make sure that I follow the test author's directions explicitly, speaking in a clear voice and giving proper emphasis to key words and phrases? Yes _____ No _____

3. Do I supplement oral instructions with the blackboard or charts if the directions are still unclear to the children? Yes _____ No _____

4. Do I accurately time the test with the use of a stop watch, timer, etc.? Yes _____ No _____

5. Do I keep the amount of time left in a long test on the board so pupils will not be tense about the time and will be able to budget their time? Yes _____ No _____

6. While not making any pupil self-conscious, do I move around the room in order to note individual test behavior which is unusual, provide sharp pencils if needed, answer questions which the directions permit, and encourage an atmosphere for quiet work? Yes _____ No _____

7. Do I remain in the room throughout the entire testing session? Yes _____ No _____

8. Do I collect materials promptly and completely after the test is ended? Yes _____ No _____

AFTER THE TESTING

1. Before I send a set of answer sheets to be machine-scored, do I carefully inspect them (i.e., erase stray marks, check for paper clips and rubber bands; carefully package them)? Yes _____ No _____

II. Teacher Skills in Reading Instruction
B. Diagnostic Teaching

Teacher Self-Inventory of Testing--continued

2. Do I make note of students whose behavior during the test strongly suggests that their test results will be invalid? Yes _____ No _____

3. Do I arrange for students who were absent to "make-up" the test? Yes _____ No _____

4. Do I rescore a sample of the tests to make sure that the scoring was accurately accomplished? Yes _____ No _____

5. Do I check the accuracy of the addition of the part scores and of the pupil age data? Yes _____ No _____

6. Am I careful to be explicit when I record pupil test data so that other teachers and personnel will benefit from a knowledge of my testing (e.g. rank the grade equivalents from high to low, show percentile ranks of all pupils in the classroom, etc.)? Yes _____ No _____

7. Do I help pupils analyze the results on their scored papers in terms of correct and incorrect responses? Yes _____ No _____

8. Do I avoid at all times making a statement about any pupil's I.Q. to parents, other teachers, etc.? Yes _____ No _____

II. Teacher Skills in Reading Instruction

C. Learning Theory — Does the teacher know and apply the learning theory and philosophy of the reading approach being used?

Evaluation Instruments Attached:

None

II. Teacher Skills in Reading Instruction

D. Student Needs. Does the teacher know the reading needs and characteristics of the learners?

Evaluation Instruments Attached:

1) Helping Children Read Better--Teacher Self-Evaluation

2) Check Sheet of Student Behavior

II. Teacher Skills in Reading Instruction
D. Student Needs

Helping Children Read Better: Teacher Self-Evaluation

1. Am I helping the child to set purposes for his reading?

yes ____ no ____

2. Do I help to guide the child in evaluating and selecting literature?

yes ____ no ____

3. Am I helping the child to improve his reading skills and comprehension?

yes ____ no ____

4. Am I encouraging the child to read extensively at his independent level about things that interest him?

yes ____ no ____

5. Am I providing a variety of materials at the child's instructional level so that his reading skills will grow?

yes ____ no ____

6. Am I choosing literature selections which aid in developing new and varied interests (e.g., biography, history, science)?

yes ____ no ____

7. Am I cultivating the library habit and discussing good books discovered by the children?

yes ____ no ____

8. Do I provide manual or construction activities related to the literary material being read (e.g., drawing pictures, dancing, constructing models, making charts)?

yes ____ no ____

9. Am I motivating the child to read in his spare time?

yes ____ no ____

10. Am I helping to acquaint the child with the location of the public library and familiarize him with its materials and organization?

yes ____ no ____

11. Am I helping the child to seek out further information on a topic that interests him?

yes ____ no ____

12. Am I encouraging the child to look up new vocabulary words that he meets in the material he reads?

yes ____ no ____

II. Teacher Skills in Reading Instruction
D. Student Needs

Teacher Self-Evaluation (cont'd)

13. Am I helping the child to read critically, listen with discrimination, and form standards for movies, comic books, radio and T.V.?

yes ____ no ____

14. Am I letting the child share with me the pleasures he finds in these media as well as in books?

yes ____ no ____

15. Do I help the child gain many experiences with literature through listening to the teacher read?

yes ____ no ____

16. Do I keep individual accumulative records on each child's progress?

yes ____ no ____

17. Am I creating an atmosphere of freedom in my classroom in which the child feels free to select and interpret much reading material for himself?

yes ____ no ____

18. Am I enriching his firsthand experiences through resources available in the school and the community (e.g., museums, art galleries)?

yes ____ no ____

19. Am I working with others, parents, teachers, and librarians to provide all kinds of suitable reading materials?

yes ____ no ____

20. Am I cooperating with the home (e.g., through conferences, open house nights, and visiting days) to encourage out-of-school reading?

yes ____ no ____

21. Am I stressing appreciation and enjoyment as well as study and analysis in my literature program?

yes ____ no ____

II. Teacher Skills in Reading Instruction
D. Student Needs

Check Sheet of Student Behavior

Name of child ____________________ C.A. ____ M.A. ____ R.A. ____ Grade ____
Teacher ____________________ Date ____________ ____________

I. Reading Attitude

Yes	No	
____	____	1. Does the child withdraw from reading?
____	____	2. Does he seem to have an emotional disturbance?
____	____	3. Does he appear attentive?
____	____	4. Does he enjoy reading?
____	____	5. Does he project self into reading?

II. Behavior Status

____	____	1. Does he show self-control?
____	____	2. Is he overly sensitive?
____	____	3. Are his social adjustments satisfactory?
____	____	4. Are there any fears or tensions?
____	____	5. Does he seek recognition and reaction from others?
____	____	6. Is he timid or shy?
____	____	7. Is he cooperative?
____	____	8. Is he aggressive?

III. Learning Status

____	____	1. Does he grasp ideas readily?
____	____	2. Does he have a good memory span?
____	____	3. Does he have the ability for visualization?
____	____	4. Can he follow directions?
____	____	5. Is he imaginative and does he show initiative?

IV. Perception

____	____	1. Does he have good vision? Glasses?
____	____	2. Does he have satisfactory auditory acuity?

*V. Comprehension

____	____	1. Does he understand what he reads?
____	____	2. Does he remember what he reads?
____	____	3. Does he have the ability to make judgments?
____	____	4. Is he able to draw conclusions?
____	____	5. Does he organize what he reads?
____	____	6. Does he associate what he reads with his own experience?

*VI. Word Analysis

____	____	1. Does he use context clues?
____	____	2. Does he make use of picture clues?
____	____	3. Does he use structural analysis?
____	____	4. Does he use configuration clues?
____	____	5. Does he apply phonetic principles?

II. Teacher Skills in Reading Instruction
D. Student Needs

Check Sheet of Student Behavior (cont'd)

*VII. Physical Aspects of Reading

___ ___ 1. How many fixations does he make per line?
___ ___ 2. Does he have an accurate return sweep movement?
___ ___ 3. Does he point as he reads?
___ ___ 4. Does he move his head?
___ ___ 5. Are there any other bodily movements?
___ ___ 6. Does he move his lips?
___ ___ 7. Are there any indications of inner vocalization?
___ ___ 8. Is the posture good?
___ ___ 9. Is the book held about 16 inches from the eyes?
___ ___ 10. Does he hold the book at the right angle?

*VIII. Mechanical Aspects of Reading

___ ___ 1. Is he a word-by-word reader?
___ ___ 2. Does he make substitutions?
___ ___ 3. Does he make omissions?
___ ___ 4. Does he mispronounce words?
___ ___ 5. Does he have reversals?
___ ___ 6. Does he repeat words?
___ ___ 7. Does he make regressions?

IX. Concentration

___ ___ 1. Is he able to concentrate?
___ ___ 2. Is he easily disturbed by other room activities?
___ ___ 3. Does he show expressions of pleasure on his face while reading?
___ ___ 4. Does he lack interest?
___ ___ 5. Does he have poor study habits?
___ ___ 6. Does he have a plan for working?
___ ___ 7. Does he lack perserverance?

*X. Reading Rate

___ ___ 1. Does he read falteringly when he reads aloud?
___ ___ 2. Does he read at an average rate in silent reading?

* For a more complete checklist see the sections under Comprehension, Word Recognition/Word Attack, and Reading Rate.

II. Teacher Skills in Reading Instruction

E. Curriculum Planning. Is the teacher able to plan effective units for individualized and group instruction (considering basic assumptions, means and ends, etc.)?

Evaluation Instruments Attached:

1) Check List of Effectiveness of Individual Assignments

2) Check List of Reading Methods Used by Teachers in the Primary Grades

3) Check List of Teacher Practices Relating to Reading Instruction in High School Content Areas

4) Criteria for Lesson Planning

5) Teacher Inventory of Planning Practices

II, Teacher Skills in Reading Instruction
E. Curriculum Planning

Checklist of Effectiveness of Individual Assignments

1. Does the assignment help develop the specific skill which the child lacks?

yes ____ no ____

2. Are students involved in varied tasks which present the same learning skill?

yes ____ no ____

3. Does the assignment provide for stimulating out-of-text tasks in which the student is asked to find supplementary ideas on the subject?

yes ____ no ____

4. Does each child have the opportunity to participate in both individual and group endeavors?

yes ____ no ____

5. Do all students work on the same task?

yes ____ no ____

6. Are assignments differentiated in their level of difficulty?

yes ____ no ____

7. Do students have some choice of assignments and projects in which they participate during the school day?

yes ____ no ____

8. Are the students told the purposes of the tasks they are asked to perform?

yes ____ no ____

9. Are the tasks thought-provoking and interest-arousing for the students?

yes ____ no ____

10. Do the assignments capitalize on the interests of a particular student or group of students?

yes ____ no ____

II. Teacher Skills in Reading Instruction
E. Curriculum Planning - application

Check List of Reading Methods Used By Teachers in the Primary Grades

Check if yes:

( ) 1. The teacher reads orally to expose children to correct pronunciation, careful enunciation, and to foster a desire to read.

( ) 2. Many first-hand experiences are provided for concept building (e.g., excursions, dramatic play, science experiences).

( ) 3. Vicarious experiences provide the opportunity to associate words with concrete objects or activities (e.g., charts, pictures, films).

( ) 4. Appropriate auditory discrimination activities are provided (e.g., identifying parts that rhyme, supplying the rhyming words, attention to sounds in the environment, identifying likenesses and differences in word beginnings and endings).

( ) 5. Visual discrimination activities are provided (e.g., sensitiveness to likenesses and differences in configuration, detail position, and arrangement).

( ) 6. Exercises requiring recall of objects, letters and words are provided to develop visual memory.

( ) 7. Definite instruction is provided for the development of vocabulary in each of the content subjects.

( ) 8. Provisions are made for wide reading at each child's level to extend the vocabulary.

( ) 9. Opportunities for word study are provided (e.g., collecting words suggestive of sounds, substituting colorful words for monotonous words).

( ) 10. Opportunities are provided for the development of word meaning skills (e.g., inferring meanings from context clues, recognizing synonyms and antonyms).

( ) 11. Stress is placed upon the development of a rapid recognition vocabulary, during the early elementary years.

( ) 12. Growth in the use of phonetic elements is stressed during the early stages of reading development and continued at all levels.

( ) 13. Experiences are provided for the recognition, transfer, and application of all vowels, consonants, blends, and word parts.

( ) 14. Noting small words in larger words where this method applies, recognizing words in their various forms, and problems of syllabication are provided at appropriate levels.

( ) 15. Experiences are provided in planned sequence to study prefixes and suffixes, analyze compound words, recognize contractions, and use derivatives.

II. Teacher Skills in Reading Instruction
E. Curriculum Planning - application

Check List of Reading Methods Used by Teachers (cont'd)

( ) 16. Dictionary skill exercises are provided (e.g., defining various meanings, alphabetizing, syllabication, pronunciation key).

( ) 17. At the early elementary levels exercises are provided for comprehending and interpreting meaning (e.g., recall details stated in the content, follow the sequence of a story, interpret pictured stories).

( ) 18. At the later elementary levels more specific comprehension exercises are provided (e.g., determine whether a statement is true, give general significance of the selection).

( ) 19. Exercises to develop critical thinking are provided (e.g., predict outcomes, draw conclusions, distinguish fact from opinion).

( ) 20. Techniques are provided for developing skill in locating information (e.g., using the table of contents, index, alphabetical arrangement, card files).

( ) 21. Skimming techniques are provided (e.g., looking for main ideas and words, locating information quickly).

( ) 22. Techniques are provided to develop the ability to select and evaluate information (e.g., select words, sentences, stories in terms of a variety of specific purposes).

( ) 23. Opportunities are provided to develop the ability to organize what is read (e.g., find the main idea, find details to support facts, identify a sequence of events).

( ) 24. Experiences in using different methods of remembering what is read are provided (e.g., making an outline and fixing it in mind to aid recall, selecting and underlining key words, writing brief summaries).

( ) 25. Opportunities are provided to develop skill in using information (e.g., follow directions of a specific type, classification, outlining, summarizing).

( ) 26. Guided silent reading exercises are provided that aid in developing rate of speed and power of comprehension.

( ) 27. The teacher uses small group instruction for the developmental reading program.

( ) 28. Children have an opportunity to participate in different reading groups for different purposes.

( ) 29. Grouping is flexible in accordance with the changing needs of the individual child.

( ) 30. Practice is provided in the use of library and reference materials.

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II. Teacher Skills in Reading Instruction
E. Curriculum Planning - application

Check List of Reading Methods Used by Teachers (cont'd)

( ) 31. Remedial instruction is provided pupils with particular reading problems.

( ) 32. Standard tests are used to determine the mental age, reading age, and reading grade of each child.

( ) 33. Informal diagnostic tests are used as a basis for planning reading activities at all levels.

( ) 34. Interest inventories are used to determine children's interests, habits, likes and dislikes, attitudes, and background of understanding for reading.

II. Teacher Skills in Reading Instruction
E. Curriculum Planning

Checklist of Teacher Practices Relating to Reading Instruction in High School Content Areas

	VERY WELL	ADEQUATELY	NOT AT ALL
	1	2	3
1. repeatedly discuss with your classes effective study techniques for the reading goals of each course? Have you periodically reviewed these and practiced until students study well by habit?			
2. teach specific vocabulary words and concepts special to your field or probably new to students and thoroughly check, from time to time, student understanding of these words and concepts?			
3. weave into each course more reading material than the central text so that students had to use critical thinking to evaluate various presentations on the same topic?			
4. consult, as the need arises, with all of the following: cumulative file parents librarian counselor nurse other teachers record of standardized test scores reading, curriculum, or language arts coordinator?			
5. arrange to see individual students who need personal (either advanced or corrective) attention?			
6. define and analyze the specific subskills that limit the student's effectiveness in studying each reading assignment?			
7. give clear assignments so that students know what you expect them to be able to do as a result of their exposure to the material read? (Have you worded your objectives for the students in performance language?)			
8. encourage students to do library reading that parallels their coursework?			
9. suggest to your classes (or to individuals) books below their grade-level as well as at and above grade-level?			

II. Teacher Skills in Reading Instruction
E. Curriculum Planning

Checklist of Teacher Practices (cont'd)

	VERY WELL 1	ADE-QUATELY 2	NOT AT ALL 3
10. group students according to their interests, special reading problems, learning styles, or specific gaps in understanding?			
11. keep your expectations positive, realistic, yet demanding--such that all students feel that they can succeed at meaningful challenges?			

II. Teacher Skills in Reading Instruction
E. Curriculum Planning

Criteria for Lesson Planning

Looking at the Lesson

I. Are my directed reading activities (developmental reading lessons) a strong part of my reading program?

A. Are the introductory phases planned so that they include:

____ 1. definite, precise, specific, attainable teacher purposes?

____ 2. neither too little nor too much readiness in terms of theme, background knowledge, vocabulary and concepts?

____ 3. necessary vocabulary presentation in context?

____ 4. a check of individual pupil mastery of needed concepts and vocabulary?

____ 5. challenging, interest-provoking, attainable purposes set for the individuals in the group?

____ 6. silent reading to achieve set purposes?

____ 7. a culminating activity in oral or written form?

____ 8. an appropriate length of time for the particular group?

____ 9. suitable distribution of time among the various elements of such a lesson?

B. Are follow-up lessons constructed to contain:

____ 1. teacher guided pupil recall of purposes?

____ 2. activities appropriate to set purposes and material read?

____ 3. opportunities for use of vocabulary and concepts introduced in the original presentation?

____ 4. carefully constructed, pre-planned questions, statements or challenges to stimulate pupil reaction to material?

____ 5. a balanced program of written and oral responses?

____ 6. approaches other than question and answer?

____ 7. provision for ample opportunities for pupil self-evaluation and teacher-pupil evaluation?

____ 8. reasonable time for these activities?

II. Teacher Skills in Reading Instruction
E. Curriculum Planning

Criteria for Lesson Planning (cont'd)

C. Are reading skills presented so that:

____ 1. one specific skill is developed in a lesson?

____ 2. children are helped to discover principles and generalizations for themselves?

____ 3. children are helped to understand how and when the skill is applied in reading material?

____ 4. sufficient practice items are used with the group?

____ 5. individual written practice follows the group presentation?

____ 6. situations are provided in which the skill is applied?

____ 7. the proper amount of time is devoted to each phase?

II. Teacher Skills in Reading Instruction
E. Curriculum Planning

Teacher Inventory of Planning Practices

1. A basic purpose of reading instruction in my class is to extend use of all of the language arts by using each child's thoughts, ideas, and experiences in language activities.

yes ____ no ____

2. In my class, I feel that the best motivation for reading is stimulated through provision of a wide variety of reading materials which meet the interests and maturational needs of the pupils.

yes ____ no ____

3. I introduce words (new reading vocabulary) to the children as they find a need to use them in their writing and reading of material. Dictionaries, word lists, and other sources of new words are available and the children are encouraged to use them as needs arise.

yes ____ no ____

4. I provide for individual differences in my class through the use of flexible ability groups.

yes ____ no ____

I provide for individual conferences with each pupil in which we discuss his reading problems and his progress. (I am also able to do individual instruction in these conferences.)

yes ____ no ____

Group conferences are used for the same purposes when this is appropriate.

yes ____ no ____

5. Free reading time is included to assist children in strengthening their reading skills for personal enjoyment by reading materials prepared by other pupils, books of special interest, and materials which will help them develop ideas for their own written productions.

yes ____ no ____

6. Skill development is one of the primary objectives of my reading program.

yes ____ no ____

7. I evaluate children's growth in reading in terms of the quality and quantity of materials read, skills acquired as well as interests and attitudes developed.

yes ____ no ____

II. Teacher Skills in Reading Instruction

F. Professional Bearing. Can the teacher effectively communicate with other staff members on matters related to reading?

Evaluation Instruments Attached:

1) Teacher Observation Form

II. Teacher Skills in Reading Instruction
F. Professional Bearing

Teacher Observation Form

This checklist should be used by the evaluator at several intervals during the school year.

Name ______________________________

	Date		Date		Date	
	Yes	No	Yes	No	Yes	No
I. Rapport						
A. Good working relationship						
B. High degree of student interaction in instruction						
C. Strong attempt to find and use student's area of interest						
D.						
II. Treatment of Student's Reading Problem						
A. Proper use of instructional level						
B. Proper use of independent level						
C. Understanding of word recognition						
1. phonetic analysis						
2. structural analysis						
3. syllabication						
4. context clues						
5. configuration						
6. kinesthetic-tactile as needed						
D. Vocabulary development						
1. based upon student interest (as opposed to superimposed lists, etc.)						
2. presented meaningfully within student's range						
3. provision for meaningful repetition						

II. Teacher Skills in Reading Instruction
F. Professional Bearing

Teacher Observation Form (cont'd)

	Date		Date		Date	
	Yes	No	Yes	No	Yes	No
4. presentation in a logical sequential manner						
5. provision for review						
E. Instruction in other reading skills						
1. comprehension of main idea						
2. comprehension of details						
3. following sequence						
4. work-study skills						
5. rate and fluency						
6. flexibility						
F. Instruction in related areas						
1. spelling						
2. writing						
3. listening						
4. subject areas						
G. Improved reading attitudes						
1. verbal encouragement						
2. use of visual encouragement						
3. encourages independent reading						
4. instills confidence						
5. good room environment						
III. Lesson Plans						
A. Variety						
B. Well-organized						

II. Teacher Skills in Reading Instruction
F. Professional Bearing

Teacher Observation Form (cont'd)

	Date		Date		Date	
	Yes	No	Yes	No	Yes	No
C. Clear objectives						
D. Insightful evaluation						
D. Use of initial diagnosis						
F. On-going diagnosis evident						
IV. Personal Image						
A. Personal neatness						
B. Pleasant manner toward students						
C. Professional relations (e.g., cooperation with staff and other clinicians)						
D. Room neatness						

II. Teacher Skills in Reading Instruction

G. Effective Reading Habits. Is the teacher an avid reader in professional, personal, and citizenship areas?

Evaluation Instruments Attached:

1) Check List of Teacher Reading Habits

II. Teacher Skills in Reading Instruction
G. Effective Reading Habits

Check List of Teacher Reading Habits

I read the following professional periodicals:

1. The Reading Teacher Often ___ Sometimes ___ Never ___
2. Journal of Reading Often ___ Sometimes ___ Never ___
3. Education Often ___ Sometimes ___ Never ___
4. Elementary English Often ___ Sometimes ___ Never ___
5. Elementary School Journal Often ___ Sometimes ___ Never ___
6. Indiana Reading Quarterly Often ___ Sometimes ___ Never ___
7. Often ___ Sometimes ___ Never ___
8. Often ___ Sometimes ___ Never ___

I read the following magazines and newspapers:

1. New York Times Often ___ Sometimes ___ Never ___
2. Chicago Tribune Often ___ Sometimes ___ Never ___
3. Local paper Often ___ Sometimes ___ Never ___
4. School paper Often ___ Sometimes ___ Never ___
5. Outdoor Life Often ___ Sometimes ___ Never ___
6. Sports Illustrated Often ___ Sometimes ___ Never ___
7. Reader's Digest Often ___ Sometimes ___ Never ___
8. Atlantic Monthly Often ___ Sometimes ___ Never ___
9. Time Often ___ Sometimes ___ Never ___
10. Life Often ___ Sometimes ___ Never ___
11. Newsweek Often ___ Sometimes ___ Never ___
12. Look Often ___ Sometimes ___ Never ___
13. Saturday Review Often ___ Sometimes ___ Never ___
14. Often ___ Sometimes ___ Never ___
15. Often ___ Sometimes ___ Never ___

II. Teacher Skills in Reading Instruction
G. Effective Reading Habits

Check List of Teacher Reading Habits (cont'd)

I have read the following professional books: (check if yes)

___ 1. Bond, Guy and Miles Tinker, Reading Difficulties, Their Diagnosis and Correction 2nd ed., New York: Appleton-Century-Crofts, 1967.

___ 2. Dechant, Emerald V., Improving the Teaching of Reading, Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964.

___ 3. Dolch, Edward, Methods in Reading, Champaign, Ill: Garrard Press, 1955.

___ 4. Gates, Arthur, The Improvement of Reading, New York: The Macmillan Company, 1947.

___ 5. Harris, Albert, Effective Teaching of Reading, New York: David McKay Co., Inc., 1962.

___ 6. Heilman, Arthur W., Principles and Practices of Teaching Reading, Columbus, Ohio: Charles E. Merrill Books, Inc., 1961.

___ 7. Kottmeyer, William, Teacher's Guide for Remedial Reading, Manchester, Mo.: Webster Publishing, 1959.

___ 8. Russell, David, Children Learn to Read rev. ed., Boston: Ginn and Company, 1961.

___ 9. Spache, George, Reading in the Elementary School, Boston: Allyn & Bacon, Inc., 1964.

___10. __________, Toward Better Reading, Champaign, Ill.: Garrard Publishing Co., 1963.

___11. Strang, Ruth, Diagnostic Teaching of Reading, New York: McGraw-Hill Book Company, 1964.

___12. Tinker, Miles A. and C. M. McCullough, Teaching Elementary Reading, New York: Appleton-Century-Crofts. 1962.

___13.

___14.

II. Teacher Skills in Reading Instruction

H. Reading Skill Knowledge. Does the teacher know the reading-related skills expected of the learners?

1. Tests

    a) Phonics Test for Teachers-Dolores Durkin Teachers College Press, Columbia University, N.Y.C.

    b) Brief Phonics Test (attached)

2. Evaluation Instruments--attached

    a. Teacher Strength in the Reading and Study Skill Areas

    b. An Estimate of Reading and Study Skills for the Content Areas

II. Teacher Skills in Reading Instruction
H. Reading Skill Knowledge

Brief Phonics Test

Part I
Circle the one that doesn't belong with the others, and explain why in a few words.

1. pr, gl, tw, sh, spr
2. l, r, o, t, z
3. gh, ch, ph, th, tr
4. gnat, wrap, pneumatic, knee, press
5. a, e, m, i, y
6. can, red, pill, boat, rug
7. sh, sp, ch, th, ph
8. oi, ai, ea, oa, ee
9. cot, road, doe, soul, beau
10. thin, thing, thick, this, path
11. pro, re, ness, in, ab
12. can, crust, cup, come, cent
13. able, ly, ship, age, mis
14. germ, got, gate, gloom, gun
15. motorboat, schoolroom, apartment, bookcase, sidewalk
16. bank, bunny, baked, bush, bring
17. bigger, cheerful, courtship, persistance
18. plays, jumped, played, playing, playmate

Part II
What rule can you deduce from these groups of words? Write it out next to the examples.

19. smile, take, Pete, role, mule
20. red, cat, fin, pox, hum
21. soak, meat, pied, pain, seem
22. putting, rubbed, hottest, cannery, dotting
23. wolf, wolves; knife, knives; hoof, hooves

Brief Phonics Test (cont'd)

24. sharp, skirt, fern, port, burn

25. care, cane, fair, far, car

II. Teacher Skills in Reading Instruction
H. Reading Skill Knowledge

Teacher Strength in the Reading and Study Skill Areas

Reading & Study Skill Areas	Area in which I feel relatively confident to teach	Area for which I want instructional theories and methods	Comments and/or qualifications
Word Analysis			
Vocabulary			
Reading for Details			
Comprehension of Main Ideas, Concepts			
Critical Reading			
Rate Flexibility			
Oral Reading			
Habit of Wide Reading			

II. Teacher Skills in Reading Instruction
H. Reading Skill Knowledge

Teacher Strength in the Reading and Study Skill Areas (cont'd)

Location of Information (Reference Materials)			
Work Study Skills: map reading, outlining, following directions, etc.			

II. Teaching Skills in Reading Instruction
H. Reading Skill Knowledge

An Estimate of Reading and Study Skills for the Content Areas

Subject: ______________________________

Skills	Relevance to the Subject					Status of my Students		
	Very Important	Important	Of Little Importance	Of no Importance		Superior	Adequate	Poor
WORD-ATTACK SKILLS								
1. Phonetic attack on new words								
2. Knowledge of inflectional endings								
3. Use of context clues for pronouncing new words								
4. Knowledge of principles of syllabication								
5. Knowledge of compound words								
6. Extensive sight vocabulary								
7. Recognition of prefixes, suffixes, and roots								
WORD-MEANING SKILLS								
1. Understanding of technical terms								
2. Use of the dictionary								
3. Use of the glossary								
4. Use of new terms in speaking and writing								
5. Understanding of prefixes, suffixes, and roots								
6. Understanding of figurative language								
7. Understanding of personal and general connotations of words								
8. Understanding of technical vocabulary related only to this subject								
COMPREHENSION SKILLS								
1. Recognition and understanding of main ideas								
2. Recognition of relevant details								
3. Recognition of relationships among main ideas								
4. Organization of ideas in sequence								

II. Teacher Skills in Reading Instruction
H. Reading Skill Knowledge ··

An Estimate of Reading and Study Skills for the Content Areas (cont'd)

	Very Important	Important	Of little Importance	Of no Importance		Superior	Adequate	Poor
5. Understanding of time and distance concepts								
6. Following directions								
7. Reading maps, tables, and graphs								
8. Distinguishing between facts and opinions								
9. Judging and criticizing what is read								
10. Reading widely to seek additional evidence								
11. Drawing inferences								
12. Listening attentively and critically								
STUDY SKILLS								
1. Using textbooks efficiently								
2. Using the library efficiently								
3. Taking notes								
4. Scheduling time efficiently								
5. Preparing for examinations								
6. Preparing for discussions and reports								
7. Using reference materials efficiently								
MECHANICAL SKILLS								
1. Adjusting rate of reading to suit purpose and content								
2. Reading orally								
3. Reading selectively								
4. Skimming with a purpose								
INTERESTS								
1. Developing new interests								
2. Developing wide interests								
3. Shifting interests without losing motivation								

II. Teacher Skills in Reading Instruction
    I. Innovative Attitude. Is the teacher able to initiate and execute new teaching strategies as situations demand?

Evaluation Instruments Attached:

None

II. Teacher Skills in Reading Instruction

J. Rapport with Learner. Is the teacher able to elicit learning behavior from students (have their respect, hold their attention, evoke enthusiasm)?

Evaluation Instruments Attached:

None

II. Teacher Skills in Reading Instruction
K. Relating to Content. Is the teacher able to relate reading skills to content materials?

Evaluation Instruments Attached:

1) Practices Related to Reading in the Content Areas

II. Teacher Skills in Reading Instruction
K. Relating to Content -

Practices Related to Reading in The Content Areas

Teacher's Name: ______________________________ Subject Taught: _______________

The twenty practices listed below are often recommended in teaching effectively the special reading skills in the various content areas. Indicate the extent to which this practice applies to your classes.

	Almost Always	Sometimes	Seldom or Never
1. Text material used is suited in difficulty to the reading levels of students.			
2. Students are encouraged through assignments to read widely in related materials.			
3. At the beginning of the year, adequate time is taken to introduce the format of the text and to discuss how it may be read effectively.			
4. The teacher is aware of the special vocabulary and concepts introduced in the various units.			
5. Adequate attention is given to vocabulary and concepts introduced in the various units.			
6. Provisions are made for checking on extent to which important vocabulary and concepts are learned, and reteaching is done where needed.			
7. The teacher knows the special study skills involved in the subject and teaches them.			
8. The course content is broader in scope than a single textbook.			
9. The assignments are made clearly and concisely.			
10. Students are taught to use appropriate reference materials.			

II. Teacher Skills in Reading Instruction
K. Relating to Content

Practices Related to Reading in the Content Areas (cont'd)

	Almost Always	Sometimes	Seldom or Never
11. Adequate reference materials are available.			
12. Plenty of related informational books and other materials are available for students who read below-grade level.			
13. Plenty of related informational books and other materials are available for students who read above-grade level.			
14. The teacher takes advantage of opportunities that may arise to encourage students to read recreational as well as informational reading matter.			
15. The teacher helps the poor reader to develop adequate reading skills.			
16. Readings from various textbooks are provided for those who cannot read the regular text.			
17. Students are grouped within the classroom for differentiated instruction.			
18. The teacher knows the reading level of the textbook(s) being used.			
19. The teacher knows the reading ability of the students from standardized tests, other evaluative materials, and/or cumulative records.			
20. The teacher illustrates the dominant writing pattern of a given content area.			

III. PROGRAM

Taxonomy of Evluative Techniques for Reading Programs

Goal Area: Program

Name of Goal	Guiding Question
A. Objectives	Are the objectives of the program specific and clearly defined?
B. Operating Procedures	Are the operating procedures clear to all personnel involved, and is there evidence that they are working?
C. Evaluation	Is ongoing evaluation which is based on several devices and several points of view built into the program?
D. Staff	a) Are the supervisors, teachers, and aides profesionally prepared for their jobs b) Is adequate in-service education available on a continuing basis?
E. Public Relations	Are parents, taxpayers, and the community in general well informed about the program's merits and needs?
F. Skillbuilding	Does the program provide sequential basic skill instruction with directed applications to a variety of reading situations?
G. Diagnosis and Individualization	Is corrective and remedial assistance provided and based on the prescription of ongoing diagnosis so that the specific reading needs of all students are met?
H. Materials	Does the program have an adequate supply of facilities, equipment, and materials appropriate to the situation and goals?
I. Innovativeness	Does the program experiment with innovative materials, methods, and organizational patterns, according to a plan that anticipates, guides, and evaluates the effort?
J. Facilities	Are the physical facilities of the program appropriate for the accommodation of personnel and materials in a manner leading to effective goal completion?
K. Comprehensiveness	Does the program provide the students and teachers with a variety of activities, services, and materials (Organization, Facilities, Personnel)?

Taxonomy of Evaluative Techniques for Reading Programs

Goal Area: Program (cont'd)

Name of Goal	Guiding Question
L. Content	Does the program provide instruction in all priority areas (attitude improvement, interest development, and habit improvement) as well as skills in vocabulary, comprehension, study skills, rate flexibility, and oral expression?

III. Program

A. Objectives. Are the objectives of the program specific and clearly defined?

Evaluation Instrument Attached:

1) Check List on Adequacy of a Reading Program's Statement of Objectives

III. Program
A. Objectives

Checklist on Adequacy of a Reading Program's Statement of Objectives

	Excellent	Adequate	Poor (needs rewriting)
	1	2	3
1. Were the objectives written in consultation with a) an evaluation specialist, b) an advisor from the state department of education, c) curriculum specialists as appropriate, and d) representatives of all personnel groups (administrators, nurses, teachers, librarian, etc.)?			
2. Are the objectives explicitly based on established needs of the student and staff population immediately involved?			
Is the counterpart need of each objective explained in the program rationale?			
3. Are general goal areas identified for the program?			
4. Are specific objectives stated for each general goal area?			
5. Have the objectives included all important objectives, without overlooking those that are very obvious, difficult to measure, or hard to describe?			
6. Are the objectives stated in a logical organization which shows their implications for staffing, scheduling, equipping, preparation of staff, etc.?			
7. Is the language of the statement of objectives direct and simple in style (jargon-free)?			
Is it written clearly enough and in enough detail so that all persons connected with the program can understand the objectives?			

III. Program
A. Objectives

Checklist on Adequacy of a Reading Program's Statement of Objectives (cont'd)

	Excellent 1	Adequate 2	Poor (needs rewriting 3
If needed, are special wordings prepared for specific audiences; for parents, governmental officials, students, teachers, administrators, auxiliary staff?			
8. Are the objectives stated in behavioral language so that program evaluation processes are easily developed?			
Do the objectives specify the names or types of instruments to be used in gathering data for evaluation?			
9. Are the statements of objectives so clearly and specifically written that each of the personnel can identify operationally the instructional and organizational steps necessary to reach the program goals?			
10. Is on-going evaluation of the effectiveness of the program itself one of its objectives?			

III. Program

B. Operating Procedures. Are the operating procedures clear to all personnel involved, and is there evidence that they are working?

Evaluation Instrument Attached:

1. Check List for Evaluating the Quality of a Reading Program

III. Program

B. Operating Procedures

Checklist for Evaluating the Quality of a Reading Program

	SUPERIOR 1	ADEQUATE 2	POOR 3
1. Does the teaching provide for individual differences from extreme disability to superior reading ability?			
2. Is the teaching diagnostic and remedial?			
3. Is the child progressing at his own rate?			
4. Is the child informed of or establishing for himself purposes for his reading?			
5. Does the teacher have specific, worthwhile objectives, and does the learning involve working toward the attainment of these objectives?			
6. Are the junior high and senior high schools continuing to give systematic attention to teaching children to read better?			
7. Does the teacher know the skills of reading and how to teach these skills systematically and sequentially?			
8. Does the teacher teach the special vocabulary of the content areas while at the same time emphasizing the reading skills?			
9. Are basal reading materials supplemented with generous amounts of recreational and informational reading materials?			
10. When workbooks are used, has the teacher chosen a specific selection that will aid a child in his reading growth (workbooks are not utilized as busy work)?			
11. Are children being taught the skills of reading through materials other than the basal series?			
12. Are children being given the opportunity to read recreationally through the provision of a wide variety of reading materials which meets their interests and maturational needs?			
13. Does the teacher keep accumulative, diagnostic records on a child's reading deficiencies and progress?			
14. Does the child have an awareness of his progress and keep a record of it?			
15. Is the physical and social environment ideal for learning (classroom organization, cooperative effort, no fear of the teacher, etc.)?			
16. Is the teacher alert to manifestations of sensory defects?			

III. Program

B. Operating Procedures

Checklist for Evaluating the Quality of a Reading Program--continued

	SUPERIOR	ADEQUATE	POOR
	1	2	3
17. Is the teacher acquainted with child's home environment?			
18. Are parents involved in and informed about the reading program?			

III. Program

C. Evaluation

Is ongoing evaluation based on several devices and several points of view built into the program?

At this time, no instruments have been developed to evaluate this goal.

III. Program

D. Staff. Are the supervisors, teachers, and aides professionally prepared for their assignment? Is adequate in-service education available on a continuing basis?

Evaluation Instrument Attached:

1) Criteria for Evaluating the In-Service Program

III. Program
D. Staff

Checklist for Evaluating the In-Service Program

1. Was the evaluation considered in the light of changing teaching procedures and pupil performance?
yes ____ no ____

2. Was the purpose for the program to equalize the opportunities for professional growth for all participants?
yes ____ no ____

3. Were topics selected for study the most urgent needs of the group and were they of concern to all of the participants?
yes ____ no ____

4. Were classroom teachers' instructional problems in reading discussed and suggestions for improvement of instruction in the classroom offered?
yes ____ no ____

5. As a planned part of the program, were discussions and ideas which evolved from the in-service work transferred to the classroom setting?
yes ____ no ____

6. Was the leadership role shared by teachers, principals, superintendants, instructional supervisors, and reading consultants?
yes ____ no ____

7. Was provision made for securing an open atmosphere of communication of problems and concerns between administrators and the teachers?
yes ____ no ____

8. Was the program coordinated at all levels (i.e., did the intermediate grade teachers know what the primary teachers were trying to accomplish? Did the primary teachers learn how they could best prepare children for the grades ahead?)?
yes ____ no ____

9. Were the overall goals and outcomes defined clearly from the beginning in order that the program be
--understood by the participants? yes ____ no ____
--appropriate for the work to be accomplished? yes ____ no ____

10. Was provision made for modifications of the overall plan as unforeseen problems and needs evolved?
yes ____ no ____

11. Were teachers and administrators given help in selecting the materials made available for use in the program?

III. Program
D. Staff

Checklist for Evaluating the In-Service Program (cont'd)

12. Was provision made to help teachers translate the results of research studies into classroom practice?
yes ____ no ____

13. Were originality and creativity in teaching reading encouraged?
yes ____ no ____

14. Were experienced teachers encouraged to make needed changes in their programs?
yes ____ no ____

15. Were new teachers aided in becoming adjusted to the classroom?
yes ____ no ____

16. Were consultants from outside the system who worked in the program well informed about the background of the local situation in order to aid them in making worthwhile contributions?
yes ____ no ____

17. Did pupil performance in and enjoyment of reading improve as a result of the in-service program?
yes ____ no ____

18. Was the level of instruction in the classroom improved as a result of the in-service program?
yes ____ no ____

III. Program

E. Public Relations. Are parents, taxpayers, and the community in general well informed about the program's merits and needs?

Evaluation Instruments Attached:

1) Public Relations Check List

III. Program
E. Public Relations

Public Relations Checklist

KEY: 1 = Often, two or more per month
2 = Occasionally, two or more per quarter
3 = Seldom, approximately two per year
4 = Never

	1	2	3	4	Comment
1. Articles and editorials in local newspaper about the program.					
2. Speakers to local groups concerning the program.					
3. Parent-administrator and/or parent-teacher conferences concerning the program.					
4. Newsletters, flyers, pamphlets, etc. distributed about the program.					
5. PTA programs devoted to discussion and explanation of the program.					
6. Open invitations extended to parents to visit and see the program in action.					
7. Open-house held to acquaint members of community with program.					
8. Reports issued during the course of the program to discuss progress and problems.					
9. Local resource people or groups invited to participate in the program.					
10. A complete breakdown of expenditures made available to the public.					
11. Local radio programs devoted to explaining the program to the public.					

III. Program
E. Public Relations

Public Relations Checklist (cont'd)

	1	2	3	4	Comment
12. Public service announcements on local radio and television informing the community of the program's progress, needs, etc.					
13. Television programs devoted to informing the public of the program.					
14. Representatives of the program appearing as guests on local radio and television programs.					
15. National authorities invited to speak to the community about the program.					
16. Local reviews of any and all national publicity the program may receive.					
17. Program director holds conferences with interested people and/or groups in the community.					
18. Pictures appearing in local newspapers, magazines, Sunday supplements, etc. of various aspects of the program.					
19. Justifiable criticisms and comments regarding the program dealt with publically.					
20. Public made aware of changes and modifications in the program.					
21. Public invited to criticize and suggest imrpovements in the program.					

III. Programs
E. Public Relations

Public Relations Checklist (cont'd)

	1	2	3	4	Comment
22. Community invited to participate in developing new programs.					
23. Staff member assigned to be responsible for "public relations".					

III. Program

F. Skillbuilding. Does the program provide sequential basic skill instruction with directed application to a variety of reading situations?

Evaluation Instruments Attached:

1) Check List of Practices Related to Reading in the Content Areas

F. Skillbuilding

Checklist of Practices Related to Reading in the Content Areas

Teacher's Name: ______________________ Subject Taught: __________

	ALMOST ALWAYS 1	SOMETIMES 2	SELDOM OR NEVER 3
1. The teacher evaluates the reading ability of the students through the use of informal techniques (informal reading inventories, check lists, informal tests, anedotal records, etc.) and standardized tests.			
2. All reading materials (textbooks, library books, reference materials, etc.) are suited in difficulty to the reading levels of the individual students.			
3. At the beginning of the year, time is taken to introduce the text and to discuss how to use it effectively.			
4. Students are grouped within the classroom for differentiated instruction.			
5. The teacher helps the poor reader to develop adequate reading skills.			
6. Readings from various textbooks are provided for every level of ability reading.			
7. Plenty of related informational books and other materials are available for students who read below-grade level.			

Checklist of Practices Related to Reading in the Content Areas--continued

	ALMOST ALWAYS 1	SOMETIMES 2	SELDOM OR NEVER 3
8. Plenty of related information books and other materials are available for students who read above-grade level.			
9. Students are encouraged to read widely in related materials.			
10. Students are taught to utilize reference materials.			
11. A wide variety of reference materials are available (e.g., dictionary, encyclopedia, atlas, world almanac, etc.).			
12. The teacher is aware of the special vocabulary and concepts introduced in the content areas.			
13. Adequate attention is given to new vocabulary and concept developments.			
14. Provisions are made for checkin on extent to which important vocabulary and concepts are learned, and re-teaching is done where needed.			
15. The teacher knows the special reading skills involved in the subject.			
16. The teacher teaches adequately the special reading skills in the subject.			
17. The teacher encourages students to read recreational as well as informational reading matter.			

III. Program

G. Diagnosis and Individualization.

Is corrective and remedial assistance provided and based on the prescription of ongoing diagnosis so that the specific reading needs of all students are met?

Evaluation Instruments Attached:

1) Diagnosis and Individualization Check List

III. Program
G. Diagnosis and Individualization

Diagnosis and Individualization Check List

Are the following areas considered in the program....

A. Is a school record such as the following kept on each child's reading performance:

1. Home information report? Yes ____ No ____

2. Physical exam? Yes ____ No ____

3. Vision test? Yes ____ No ____

4. Hearing test? Yes ____ No ____

5. Interest inventory? Yes ____ No ____

6. Mental capacity indicator? Yes ____ No ____

7. Diagnostic report on the child's reading skills and abilities? Yes ____ No ____

8. Indication of child's preferred learning style? Yes ____ No ____

B. Is the above record kept current? Yes ____ No ____

C. Is the information accumulated on the students acted upon in the following ways:

1. Does the teacher use pretests to determine each child's strengths and weaknesses? Yes ____ No ____

2. Does the teacher keep notes on individual reading problems so she is guided as to what problems need special teaching? Yes ____ No ____

3. Does the child keep careful records so that he knows what things he is trying to learn and that he is progressing in them? Yes ____ No ____

4. Is the child receiving help from the teacher when he needs it? Yes ____ No ____

5. Are provisions made for the superior student to seek, on a voluntary basis, extension on his reading skills? Yes ____ No ____

6. Is provision made for diagnosing cases of extreme reading disability? Yes ____ No ____

7. Are there opportunities for the student to discuss his study and reading problems during individual conferences (on a regular basis)? Yes ____ No ____

8. Does the teacher provide many books on many levels of difficulty, covering a wide range of interests? Yes ____ No ____

Diagnosis and Individualization Check List (cont'd)

D. Are the corrective and remedial efforts of the program accomplishing their set goals?

Yes ____ No ____

III. Program

H. Materials. Does the program have an adequate supply of facilities, equipment, and materials appropriate to the situation and goals?

Evaluation Instruments Attached:

1) Check List of Materials

2) Evaluating Curriculum Guides

III. Programs
H. Materials

Checklist of Materials

1. Is there a well-managed and well-equipped central library?

yes ____ no ____

2. Are the classroom libraries changed frequently?

yes ____ no ____

3. Is there a wide variety of interesting reading materials in the subject areas: science? social studies?

yes ____ no ____

4. Are story records available?

yes ____ no ____

5. Are films available?

yes ____ no ____

6. Are filmstrips available?

yes ____ no ____

7. Are there materials representing the many interest levels?

yes ____ no ____

8. Are sufficient tradebooks available?

yes ____ no ____

9. Is there a central materials library?

yes ____ no ____

10. Does the teacher have interesing and colorful illustrative material which does not carry a grade level to aid in motivation and clarification of reading lessons?

yes ____ no ____

11. Does the teacher have charts to record the children's cooperative stories, class plans, shared experiences, etc.?

yes ____ no ____

12. Are workbook materials available?

yes ____ no ____

13. Are there sufficient blackboards?

yes ____ no ____

14. Are there tables for interest centers?

yes ____ no ____

III. Program
H. Materials

Checklist of Materials (cont'd)

15. Are there carrels for individual work? yes ____ no ____

16. Are there storage cabinets and file cabinets? yes ____ no ____

17. Does each teacher collect a file of sheets to use in teaching and testing skills? yes ____ no ____

18. Are good testing devices available? yes ____ no ____

19. Do we have good permanent record folders? yes ____ no ____

20. Are there sufficient teaching machines available, such as controlled readers, pacers, tachistoscopes, etc.? yes ____ no ____

21. Is the scale of furniture proper? yes ____ no ____

22. Is there space available for different-sized groupings? yes ____ no ____

23. Are there games available, such as teaching games, sorting games, commercial games, etc.? yes ____ no ____

24. Are there sufficient supplementary readers of several grades levels in each room? yes ____ no ____

25. Are newspapers, magazines, and paperbacks available? yes ____ no ____

26. Are typewriters, copiers, ditto machines, etc. readily available? yes ____ no ____

27. Do we need tapes and listening posts? yes ____ no ____

28. Do we need read-a-long records? yes ____ no ____

29. Do we need instructional kits? yes ____ no ____

30. Are there plenty of bookcases? yes ____ no ____

H. Materials

Evaluating Curriculum Guides

I. Philosophy and Objectives	Superior	Above. Avg.	Average	Below Avg.	Inadequate or Missing	Not Applicable
1. This guide supports the view that curriculum building is an ongoing process, not a specific project with a definite end result which is usually the guide itself.						
2. This guide has a coherent and useful statement of philosophy or purpose.						
3. This guide's content follows logically and consistently from its statement of philosophy or purpose.						
4. This guide sets realistic objectives.						
5. This guide is so designed that processes of language development and concept development take precedence over arbitrary grade level expectancies or requirements.						
6. This guide makes realistic provisions for individual difference in ability, interests, goals, and cultural values among students.						
7. This guide clearly indicates that successful experiences in language are essential for all students of all abilities and aspirations.						
II. Curriculum Content						
1. This guide specifies ways of unifying many or all aspects of the language arts.						
2. This guide clearly indicates a logical sequence of experiences to help develop concepts.						
3. This guide clearly indicates a logical sequence of student performance in language skills.						

H. Materials

	Superior	Above Avg.	Average	Below Avg.	Inadequate or Missing	Not Applicable
4. This guide anticipates problems of student behavior and/or attitude that may arise from course content or sequence, by offering alternatives.						
5. The guide anticipates problems of teacher attitude and understanding that may arise from course content or sequence.						
6. The guide provides useful background materials for the teacher.						
7. This guide regards basic texts of anthologies if used, as resources rather than as courses of study.						
8. This guide clearly differentiates program content for students of differing abilities.						
9. This guide reflects originality and innovation in curriculum design.						
III. Instructional Methods						
1. This guide anticipates problems of student behavior and/or attitude that may arise from recommended teaching methods by suggesting procedures for handling these problems.						
2. This guide anticipates problems of teacher anxiety that may arise from recommended methods.						
3. The guide advocates and describes inductive teaching procedures.						
4. This guide recognized that different students learn in different ways and provides alternative methods.						
5. This guide provides alternative methods for achieving objectives and thus gives the teacher options.						

III. Program

H . Materials

	Superior	Above Avg.	Average	Below Avg.	Inadequate or Missing	Not
6. This guide provides a variety of ideas and activities.						
7. This guide allows for planned experimentation and innovation on the part of the teacher.						
8. This guide provides methods of stimulating student creativity in language.						
9. This guide supplies specific procedures which will enable teachers to help their students become increasingly independent.						
10. This guide reflects originality and innovation.						
IV. Assessment and Evaluation						
1. This guide stipulates that teachers assess their students' potential and achievement before selecting content and beginning instruction.						
2. This guide suggests methods for evaluating the results of the teacher's innovations.						
3. This guide makes specific recommendations for evaluating individual student achievement and progress in language.						
4. This guide makes clear a statement about grading policies.						
5. This guide includes procedures to help the teacher see his teaching as his students see it.						
6. This guide includes procedures for recognizing and rewarding student creativity in language.						
7. This guide includes procedures to help the teacher evaluate his own teaching procedures.						
8. In this guide, continual appraisal of student progress in language is seen as a basis for making changes in content, methods, and materials.						

	Superior	Above Avg	Average	Below Avg	Inadequate or Missing	Not
9. The guide suggests a variety of techniques for evaluation, including student self-evaluation.						
10. Evaluation of performance as suggested in this guide is directly related to the objectives of the program.						
V. Design of the Guide						
1. The guide is easy to read; the language is clear and effective.						
2. This guide suggests as resources a large variety of specific materials and school services, e.g., library, A-V, guidance department.						
3. This guide effectively separates objectives from the means by which those objectives are to be achieved.						
4. Teacher objectives are clearly separated from student objectives.						
5. This guide makes clear how particular lessons and/or procedures are related to the total program.						
6. This guide directs the teacher to readily available materials, such as textbook manuals, but does not duplicate them.						
7. This guide contains suggestions explicitly designed for aiding inexperienced teachers and teachers new to the system.						
8. This guide shows originality of form and style and will therefore stimulate enthusiasm.						
9. This guide's format makes revision convenient.						

From English Journal, Vol. 57, no. 6 (September, 1968).

III. Program

I. Innovativeness. Does the program experiment with innovative materials, methods, and organizational patterns, according to a plan that anticipates, guides, and evaluates the effort?

Evaluation Instruments Attached:

1) Check List of Program Innovativeness

III. Program

I. Innovativeness

Check List of Program Innovativeness

In the last year, have you tried:

MATERIALS

1. New "Basic" Texts? Yes ____ No ____
2. Multi-Text Approach? Yes ____ No ____
3. "Radical" Teacher Ideas (new materials designed by local personnel and others)? Yes ____ No ____
4. Field Trips? Yes ____ No ____
5. "Kits" of materials? Yes ____ No ____
6. Artificial Orthograhies? Yes ____ No ____
7. Audio-Visual Aids? Yes ____ No ____

METHODS

1. Analytic Approach? Yes ____ No ____
2. Empirical Approach? Yes ____ No ____
3. Multi-Sensory Approach? Yes ____ No ____
4. Team Teaching? Yes ____ No ____
5. Language-Experience Approach? Yes ____ No ____
6. Programmed Learning? Yes ____ No ____
7. Study Skills Approach Yes ____ No ____
8. Individualized Reading Programs? Yes ____ No ____
9. A Professional Journal (share teaching practices, aid in recruiting new teachers, a medium for good public relations)? Yes ____ No ____
10. A Radio Program (to inform parents and others of current school affairs)? Yes ____ No ____

Check List of Program Innovativeness--continued

11. Conferences (to enlist the interest and support of the entire community)? Yes _____ No ___

12. Vocational Training? Yes _____ No ___

ORGANIZATION

1. Pilot Projects? Yes _____ No ___
2. Different Organization of Pupils? Yes _____ No ___
3. Different Organization of Time? Yes _____ No ___
4. Student-to-Student Tutoring? Yes _____ No ___
5. Paraprofessional Reading Assistants? Yes _____ No ___
6. Visiting Speakers? Yes _____ No ___
7. In-Service Programs? Yes _____ No ___
8. Administrators' Workshop? Yes _____ No ___
9. Reading Consultant? Yes _____ No ___
10. Evaluator of the Reading Program? Yes _____ No ___
11. "Contract" Reading Teacher? Yes _____ No ___
12. Resource Teacher? Yes _____ No ___
13. Merit Pay? Yes _____ No ___
14. Textbook Committee? Yes _____ No ___
15. Non-Graded Primary Plan? Yes _____ No ___

III. Program

J. Facilities. Are the physical facilities of the program appropriate for the accomodation of personnel and materials in a manner leading to effective goal completion?

Evaluation Instruments Attached:

1) Check List for Estimating Adequacy of Physical Facilities

III. Program
J. Facilities

Check List for Estimating Adequacy of Physical Facilities

	Excellent 1	Adequate 2	Unacceptable 3
1. enough file space			
2. enough desk space			
3. facilities for display			
4. facilities for preparation of instructional and promotional materials			
5. flexibility of table/desk arrangement (variety of shapes for various purposes)			
6. wheeled carts for transporting machines, kits, books, etc.			
7. book and magazines shelving and display facilities			
8. enough storage space (locked and open)			
9. facilities for 1:1 testing and tutoring			
10. facilities for small group and conference use			
11. enough electrical outlets			
12. facility for darkening room			
13. professional reference shelf in accessible spot			
14. carpeted reading corner in classroom			
15. movable room dividers (possibly used also for storage, display, etc.)			
16. projection screen			
17. provision for hanging charts			
18. movable, comfortable desks			
19. mirror - full-length			
20. typewriter stand			
21. toilet and sink			
22. carrells for independent study			

III. Program

K. Comprehensiveness. Does the program provide the students and teachers with a variety of activities, services, and materials (Organization, Facilities, Personnel)?

Evaluative Instruments Attached:

1) Indiana Survey of Elementary School Reading Programs

2) Survey of Reading Programs in Indiana Junior and Senior High Schools

III. Program
K. Comprehensiveness

Indiana Survey

Elementary School Reading Programs

by

Larry Harris and Carl Smith

Directions: Please check the items below which best describe the reading program in your school district. In some instances more than one response to an item may apply and should be checked.

I. General Data

1. The total number of public school pupils (K-12) in our district is:

_______________ A. 300 or less
_______________ B. 301 - 3,000
_______________ C. 3001 - 12,000
_______________ D. 12,001 - 100,000
_______________ E. 100,000 +

2. Our elementary school is defined as follows:

_______________ A. K - 6
_______________ B. K - 8
_______________ C. K - 4 and 5 - 8
_______________ D. Other (Describe) _______________________________

____

II. Organization

3. The typical organization of our elementary school classrooms is:

_______________ A. Self-contained classroom
_______________ B. Modified self-contained classroom (i.e., teaching consultants in music, art, or physical education)
_______________ C. Ungraded
_______________ D. Team Teaching
_______________ E. Departmentalized
_______________ F. Joplin
_______________ G. Other (please describe) _______________________

____

4. We are currently experimenting in selected classrooms with the following organizational plans:

_______________ A. Modified self-contained classroom
_______________ B. Ungraded
_______________ C. Team Teaching
_______________ D. Departmentalized
_______________ E. Joplin

III. Program
K. Comprehensiveness

Indiana Survey of Elementary Schools (cont'd)

II. Organization

4. (cont'd)

______________ F. No experimentation at present
______________ G. Other (please describe) ______________________________

____

____

5. If elementary school instruction is departmentalized, at what level does departmentalization begin:

______________ A. first grade
______________ B. second grade
______________ C. third grade
______________ D. fourth grade
______________ E. fifth grade
______________ F. sixth grade
______________ G. seventh grade
______________ H. eighth grade

6. The classrooms in our organizational plan are:

______________ A. Homogenous groups by IQ
______________ B. Heterogenous groups by IQ
______________ C. Other (explain) ______________________________

____

____

7. If homogenous groups are employed, which grade levels are so organized?

______________ A. 1
______________ B. 2
______________ C. 3
______________ D. 4
______________ E. 5
______________ F. 6
______________ G. 7
______________ H. 8

8. Elementary Reading instruction is typically conducted with:

______________ A. 3 or more groups
______________ B. 2 groups
______________ C. 1 group
______________ D. individualized instruction

Indiana Survey of Elementary Schools (cont'd)

III. Leadership

9. In our system the major repsonsibility for leadership in the improvement of reading instruction is assumed by:

__________ A. A reading teacher
__________ B. A reading specialist
__________ C. The building principal
__________ D. A curriculum committee
__________ E. The elementary director
__________ F. The local superintendent
__________ G. Other (please specify) __________________

____

10. Within the past 18 months the following programs have been conducted in our district to promote improved reading instruction:

__________ A. Inservice workshop
__________ B. Extension coursework
__________ C. University consultantship
__________ D. Publisher's workshop
__________ E. Program of local IRA council
__________ F. Program of State Department of Public Instruction
__________ G. Other (please specify) __________________

____

IV. Materials

11. The basal reading series used in most of our schools is published by:

__________ A. Ginn and Co.
__________ B. Scott Foresman and Co.
__________ C. Macmillan Co.
__________ D. American Book Co.
__________ E. Allyn and Bacon
__________ F. Others (list) __________________

____

12. Our schools use a supplementary phonics program.

__________ A. Yes
__________ B. No
(If yes, please list the phonics program used) __________________

____

III. Program
K. Comprehensiveness

Indiana Survey of Elementary Schools (cont'd)

IV. Materials

13. Which of the following supplementary teaching materials are purchased by the school system to accompany the basal text?

__________ A. workbooks
__________ B. student self-help activities
__________ C. charts
__________ D. flash cards
__________ E. language experience pictures
__________ F. tests
__________ G. filmstrips
__________ H. records and/or tapes
__________ I. films
__________ J. others (please list) ____________________

____

14. For reading instruction the children in any one class are likely to be reading in materials of:

__________ A. Numerous difficulty levels
__________ B. 3 difficulty levels
__________ C. 2 difficulty levels
__________ D. 1 difficulty level

15. Supplementary reading materials are selected by:

__________ A. classroom teacher
__________ B. building principal
__________ C. reading supervisor
__________ D. committee of several people
__________ E. others (describe) ____________________

____

16. The elementary schools in our district:

__________ A. Each have a building library
__________ B. Have a combination of building libraries and classroom libraries
__________ C. Vary on the presence of a building library with approximately ______% having them
__________ D. Have extensive classroom libraries as alternatives to building libraries
__________ E. Have no provisions for libraries

17. As standard equipment the building libraries in our elementary schools contain:

__________ A. Trade books
__________ B. Supplementary readers
__________ C. Children's magazines
__________ D. Professional books and magazines for teachers

Indiana Survey of Elementary Schools (cont'd)

IV. Materials

17. (cont'd)

______________ E. Reference materials: dictionaries, encyclopedias, etc.
______________ F. Newspapers
______________ G. All items listed above

18. The elementary schools in our district are served by a traveling bookmobile:

______________ A. Once a week
______________ B. Once every two weeks
______________ C. On an irregular basis
______________ D. Never

19. Our district uses the following State Curriculum Guides in reading:

______________ A. Developmental Reading (K - 8)
______________ B. Remedial Reading (3 - 12)
______________ C. Enrichment Reading (K - 3)
______________ D. Content Reading (4 - 6)
______________ E. Other (please specify) ______________________

V. Evaluation

20. We regularly gather information on elementary school children from the following sources:

	Please circle grades in which test is given	Please list tests
A. Intelligence Tests	1 2 3 4 5 6 7 8	
	1 2 3 4 5 6 7 8	
	1 2 3 4 5 6 7 8	
B. Achievement Tests	1 2 3 4 5 6 7 8	
	1 2 3 4 5 6 7 8	
	1 2 3 4 5 6 7 8	
C. Reading Readiness Tests	1 2 3 4 5 6 7 8	
	1 2 3 4 5 6 7 8	
D. Informal Reading Inventory	1 2 3 4 5 6 7 8	
	1 2 3 4 5 6 7 8	
E. Basal Reader Readiness Tests	1 2 3 4 5 6 7 8	
	1 2 3 4 5 6 7 8	

Indiana Survey of Elementary Schools (cont'd)

V. Evaluation
20. (cont'd)

	Please circle grades in which test is given	Please list tests
F. Check Sheets	1 2 3 4 5 6 7 8	
	1 2 3 4 5 6 7 8	
G. Other tests regularly administered	1 2 3 4 5 6 7 8	
	1 2 3 4 5 6 7 8	
	1 2 3 4 5 6 7 8	

VI. Remedial Program

21. Elementary school children who experience difficulty with reading (one year or more below expectancy) receive remedial instruction:

__________ A. In their reading classroom only
__________ B. Outside the reading classroom but within the building
__________ C. In a special clinic outside the building
__________ D. In a summer reading program
__________ E. No specific provision for remedial instruction

22. Diagnosis of reading difficulties is primarily the responsibility of:

__________ A. The classroom teacher
__________ B. The reading teacher
__________ C. No one has been designated
__________ D. Other (please specify) __________

____

23. The following services are available in our district:

__________ A. School psychologist
__________ B. Psychometrist
__________ C. Remedial reading classes
__________ D. A reading clinic
__________ E. Speech and hearing therapist
__________ F. Social worker
__________ G. Diagnostic Service Center
__________ H. None of the above

24. For districts with a reading clinic -
Children in the following grades are eligible for the reading clinic:

__________ A. 1
__________ B. 2
__________ C. 3
__________ D. 4
__________ E. 5
__________ F. 6
__________ G. 7
__________ H. 8

Indiana Survey of Elementary Schools (cont'd)

VI. Remedial Program

25. Children are selected for our remedial reading program on the following basis (es):

__________ A. Teacher nomination
__________ B. Achievement test results
__________ C. Diagnostic test results
__________ D. Parent nomination
__________ E. Intelligence test results
__________ F. Case study by reading specialist
__________ G. Other (please specify) ____________________
____

VII. Summer Programs

26. Our district has a summer reading program for elementary pupils.

__________ A. Yes
__________ B. No

27. Our summer school reading program for elementary pupils, can best be described as follows:

__________ A. Program of individual diagnosis and correction
__________ B. Small group instruction (10 or less) in word attack and comprehension skills
__________ C. Large group instruction (11 or more) in word attack and comprehension skills
__________ D. Program to motivate or stimulate interest in reading (Often labeled reading enrichment activities.)
__________ E. Other (describe) ____________________

28. Summer school students in the reading program are selected in the following manner:

__________ A. Volunteer registration
__________ B. Failure in regular school year
__________ C. On basis of scores on standardized tests
__________ D. Teacher recommendation
__________ E. Other (describe) ____________________
____

VIII. Needs and Problems

The following items refer to needs and problems in the area of elementary reading. Please rank your choices for each item #1, 2, and 3, with #1 indicating the greatest need.

Indiana Survey of Elementary Schools (cont'd)

VIII. Needs and Problems

29. Organization of the reading program (rank 1, 2, 3)

____________ A. More flexibility in grouping children within a class for instruction
____________ B. Provision for diagnosis and correction in the classroom
____________ C. Provision for diagnosis and correction by a specialist outside the classroom
____________ D. Flexibility in the choice of text materials to meet the requirements of different children
____________ E. Inclusion of a regular testing and evaluation program
____________ F. No evident needs in this category
____________ G. Other (describe) ____________________

____

30. General personnel needs related to reading (rank 1, 2, 3)

____________ A. Qualified specialists to act as remedial reading teachers or reading resource teachers
____________ B. Supervisors of reading trained through internship and/or special experience programs
____________ C. Teachers with adequate knowledge of reading skills
____________ D. Administrators more conversant with reading needs and procedures
____________ E. No evident need in this category
____________ F. Other (describe) ____________________

____

31. Teacher personnel needs (rank 1, 2, 3)

____________ A. More undergraduate training in teaching reading skills
____________ B. Acquaintance with variety of materials available
____________ C. Training in informal diagnostic techniques for reading
____________ D. Training in corrective techniques in reading
____________ E. Employing more flexible grouping for instruction in reading
____________ F. A planned series of in-service training to acquaint teachers with school reading program
____________ G. No evident needs in this category
____________ H. Other (describe) ____________________

____

III. Program
K. Comprehensiveness

Indiana Survey of Elementary Schools (cont'd)

VIII. Needs and Problems

32. In the area of undergraduate teacher preparation our district sees a need for: (check only one)

______________ A. A minimum of 3 semester hours in the teaching of reading skills
______________ B. A minimum of 6 semester hours in the teaching of reading skills with 3 hours devoted to diagnosis and correction
______________ C. A minimum of 6 semester hours in the teaching of language arts--where reading is one element of many
______________ D. Other (please describe) ______________________________
____

33. Judging by the elementary school teachers who have been employed in the past five years it is our feeling that teachers need:

______________ A. More undergraduate training in the area of reading
______________ B. Less undergraduate training in the area of reading
______________ C. Undergraduate training seems adequate

34. Please list below any additional comments that you feel might help in understanding the needs and planning programs of reading for the elementary school teachers of Indiana. Comments would be appreciated on the kinds of graduate training and in-service training that seem to be needed.

Survey of Reading Programs
in Indiana Junior and Senior High Schools

by

Roger Farr and James Laffey

I. Building Principal and School Information:

1. Name ______________ 2. Position ______________
3. Years in position ______________ 4. School ______________
5. City ______________ 6. Grade levels ______________
7. Approximate No. of Students in School ______________
8. Number of regular (academic) staff members ______________

II. Nature and Organization of the Program

9. In what department is the responsibility for the reading program centered?

☐ English Department

☐ The Library

☐ Guidance Department

☐ Special Reading Classes

☐ Responsibility of Content teachers

☐ Other (explain) ______________

____

10. What is the nature of the Reading Program? Number (1, 2, 3, 4) according to the place of emphasis in your program.

☐ Developmental
(Reading instruction given to increase reading power, refine reading and study habits, develop vocabulary, and create interest in reading).

☐ Corrective
(reading instruction given to students whose learning capacity is adequate for normal achievement, but who are so deficient in word analysis and other reading skills that they cannot progress with normal classroom instruction).

☐ Remedial
(Reading instruction which takes place only occasionally in connection with instruction in the content subjects.

☐ Combination (Explain) ______________

☐ Other (Explain) ______________

9

III. Program
K. Comprehensiveness

Indiana Survey of Junior and Senior High Schools (cont'd)

11. What is the scope of the Reading Program?

______ Number of students enrolled in Junior High School
______ Number of Junior High School students receiving reading instruction
______ Number of students enrolled in Senior High School
______ Number of Senior High School students receiving reading instruction

12. In which grades is reading instruction required of all students?

☐ Seventh grade
☐ Eighth grade
☐ Ninth grade
☐ Tenth grade
☐ Eleventh grade
☐ Twelfth grade
☐ All students in grades 7 through 12

13. In which grades is reading instruction offered as an elective?

☐ Seventh grade
☐ Eighth grade
☐ Ninth grade
☐ Tenth grade
☐ Eleventh grade
☐ Twelfth grade
☐ All students in grades 7 through 12

14. What is your plan of organization?

☐ 6 - 3 - 3 ☐ 8 - 4 ☐ 6 - 6 ☐ 4 - 4 - 4

Other (designate) ____________________________

III. Please indicate the number of the following staff members presently a full or part time member of your professional staff: (Do not count any person more than once)

		No. of full time faculty	No. of part time faculty
16.	Reading program director (supervisor)		
17.	Reading teacher		
18.	Remedial reading specialist (diagnostic and individual treatment)		
19.	Librarian		
20.	Guidance counselor		
21.	Psychologist and psychometrist		
22.	Teacher of mentally retarded and emotionally disturbed		
23.	Speech Therapist		

III. Program
K. Comprehensiveness

Indiana Survey of Junior and Senior High Schools (cont'd)

IV. Operation of Reading Program: Place a check (✓) in the appropriate columns for the following specific aspects of secondary school reading programs which are pertinent to your school situation.

	Planning Stage			Years in Operation				Degree of Success		
	Not planned	Next year	Within five years	1-2	3-7	8-10	11+	Very	Adequate	Needs Improvement
24. Standardized rdg. testing (other than achievement batteries, e.g., Nelson-Denny, Diagnostic Reading Survey, California Reading Test										
25. Individual reading diagnosis (e.g., Gray Oral Reading Test, Spache Diagnostic Reading Test)										
26. Special Reading instruction within content classes (social studies, English, science, etc.)										
27. Developmental Reading classes (defined in section II-B)										
28. Corrective reading classes for poor readers (defined in Section II-B)										
29. Remedial reading services for serious cases of under achievement (defined in section II-B)										
30. Reading clinic staffed by reading specialist										

III. Program
K. Comprehensiveness

Indiana Survey of Junior and Senior High Schools (cont'd)

	Planning Stage			Years in Operation				Degree of Success		
	Not Planned	Next year	Within five years	1-2	3-7	8-10	11+	Very	Adequate	Needs Improvement
31. Special reading laboratory for all students to use										
32. Short elective courses in efficient reading (e.g., 3-6 week courses for reading rate improvement)										
33. In-service training activity for staff (e.g., Workshops, In-service courses, etc.)										
34. Summer program in reading improvement										
35. Related activities for severe reading disability cases: a. visual screening b. hearing screening										
36. Other (list)										

III. Program
K. Comprehensiveness

Indiana Survey of Junior and Senior High Schools (cont'd)

V. Concern for the development of reading skills and habits at the secondary level: Place a check (✓) in the appropriate column below indicating your evaluation of the degree of concern with reading at the secondary level for each of the groups within your school that are listed.

GROUP	Highly Positive	Somewhat Positive	No Indication	Negative Reaction
37. Students				
38. Parents				
39. School Administration				
40. English Teachers				
41. Social Studies Teachers				
42. Science Teachers				
43. Math Teachers				
44. Pupil personnel (counselors, etc.)				
45. Librarians				
46. Special Teachers (Music, art, etc.)				
47. School Board				
48. Other: (please list)				

VI. Check (✓) the appropriate column below for the degree to which any of the following items poses an obstacle to extending the reading improvement program in your school.

DEGREE OF PROBLEM

	None	Slight	Serious	No basis for evaluation
49. School Board Apathy				
50. School Administration apathy				
51. Cost of additional personnel				
52. Cost of materials				
53. Community apathy				
54. School staff resistance				
55. Lack of time in schedule				
56. Lack of facilities				
57. Lack of qualified personnel to operate program				
58. Lack of resources in planning program				
59. Pupil non-interest				
60. Other: (list)				

III. Program
K. Comprehensiveness

Indiana Survey of Junior and Senior High Schools (cont'd)

VII. Securing Qualified Reading Teachers: Please check (✓) any of the following which are pertinent to your efforts to locate a secondary reading teacher.

61. ______ Have not attempted to locate such personnel
62. ______ Have tried but could not locate such personnel
63. ______ Have hired trained person(s) just out of graduate program in elementary or secondary reading
64. ______ Have hired experienced secondary reading teacher from another school setting
65. ______ Appointed minimally trained (reading) person from our own staff
66. ______ Appointed well trained person from own staff
67. ______ Appointed elementary teacher from system to work at secondary level
68. ______ Appointed elementary teacher from another system
69. ______ Converted a teacher to reading from a content area (English, social studies, science, etc.) through summer extension courses and in-service programs. (please circle the content area from which the person came)
70. ______ Other : (please list)

VIII. Administrators background in reading: (Please check (✓) the following that apply to your own experience and background in reading).

71. ______ Have taught reading at elementary level.
72. ______ Have taught a reading course at secondary level.
73. ______ Have taught reading as part of content area instruction.
74. ______ Have taken a distinct course in reading instruction at the undergraduate level.
75. ______ Have taken a language arts course at the undergraduate level in which reading was one aspect.
76. ______ Have taken a language arts course at the graduate level in which reading was one aspect.
77. ______ Have taken several graduate courses in the teaching of reading.
78. ______ Have taken one graduate course in the teaching of reading.
79. ______ Plan to take a graduate course in the teaching of reading.
80. ______ Have attended workshops in the area of reading education.
81. ______ Would like to attend workshop in reading aimed at secondary school administrators.
82. ______ Other: (please state)

Indiana Survey of Junior and Senior High Schools (cont'd)

IX. Background of Reading Program Personnel:

83. How many staff members participate in the reading program?

_____ Full time teaching _____ Part time teaching

_____ Full time supervision _____ Part time supervision

84. What is the academic training of the reading staff?

Staff Member	Name of institution attended	Degree earned	Year	Field of Certification
No. 1				
No. 2				
No. 3				
No. 4				
No. 5				

85. What is the reading staff's previous teaching experience?

Staff Member	Number of years	Elementary School Grade or Grades	Junior High School Subject Areas	Senior High School Subject Areas
No. 1				
No. 2				
No. 3				
No. 4				
No. 5				

Other (specify) ____________________

How many have had special training in reading during the last five years?

86. _____ Number of teachers who have had unergraduate courses
87. _____ Number of teachers who have had graduate courses
_____ Number of teachers currently enrolled in graduate reading courses

X. Impact of NDEA, ESEA

Yes No

88. ____ ____ - Our district has conducted ESEA programs in reading at the secondary school level.
89. ____ ____ - Pre-Service Workshops for beginning teachers
90. ____ ____ - In-Service Workshops for experienced teachers
91. ____ ____ - Special workshops--briefly describe the special workshop
92. ____ ____ - Purchased additional reading materials with ESEA of NDEA funds for use in the reading program.
93. ____ ____ - Employed additional personnel with funds from ESEA. Please specify the kind of additional help employed (University consultant help)

Indiana Survey of Junior and Senior High Schools (cont'd)

X. Impact of NDEA, ESEA (cont'd)

	Yes	No	
94.	___	___	- We are planning to submit proposals for ESEA funding in the area of secondary reading
95.	___	___	- We need assistance in planning and implementing a program funded by ESEA in the area of secondary reading
96.	___	___	- We have _____ (how many) teachers in our school who have attended NDEA institutes in reading
97.	___	___	- Teachers who have attended NDEA institutes in the area of secondary reading are now working in our reading program as:
98.	___	___	- reading teachers
99.	___	___	- reading coordinators
100.	___	___	- remedial reading teachers
101.	___	___	- reading consultants
102.	___	___	- non-reading education position
103.	___	___	- As an administrator faced with securing personnel for a secondary reading program, would you like to see more opportunities for secondary teachers to learn about reading through such activites as the NDEA institutes?

Would you state briefly your estimation of the impact of ESEA and NDEA programs on the secondary reading situation in your school.

XI. Materials: Would you, with the assistance of the appropriate faculty members, list the materials, tests, and equipment that you use as part of the reading program. These should be organized into the areas indicated below. (Use the back of this sheet if more room is needed)

A. Test: Titles | Publisher

B. Texts: Titles | Publisher

C. Workbooks: Titles | Publisher

D. Supplementary readers: Titles | Publisher

III. Program
K. Comprehensiveness

Indiana Survey of Junior and Senior High Schools (cont'd)

XI. Materials (cont'd)

E. Mechanical equipment	Publisher
F. Boxed Program of Reading Materials	Publisher

If your school has lists of materials used in the reading program please attach.

XII. School Philosophy: State as succinctly as you can the philosophy of your school concerning reading at the secondary level.

Would you indicate the staff member in your school most closely identified with or interested in reading at the secondary level.

Name

Position

III. Program

L. Content. Does the program provide instruction in all priority areas (attitude improvement, interest development, and habit improvement) as well as skills in vocabulary, comprehension, study techniques, rate flexibility, and oral expression.

Evaluation Instruments Attached

None

IV. Materials

Taxonomy of Evaluative Techniques for Reading Programs

Goal Area: Materials

Name of Goal	Guiding Question
A. Social Class Experience	Is the child using materials appropriate to his social class and experiential background?
B. Development	Does the material provide for the emotional and social development of the child?
C. Format	Do the physical aspects of the material present an inviting and attractive format which adds ease of reading?
D. Interest	Does the material provide for appeal to a variety of interests and develop deep and permanent interests in reading?
E. Validity	Have the reading materials proven worthy for usage through testing and previous application of them?
F. Illustrations	Do the illustrations in the material provide both informational data and aesthetic appeal?
G. Balance	Does the material present a balance between fiction and true-to-life happenings?

IV. Materials

A. Social Class Experiences. Is the child using materials appropriate to his social class and experiental background?

Evaluation Instruments Attached:

1) Check List of Material Content: Its Relevance to Socioeconomic Background

IV. Materials
A. Social Class Experiences

Check List of Material Content:
Its Relevance to Socioeconomic Background

A. Are social class experiences such as the following provided in the reading materials:

1. Is the content of the reading materials appropriate to the socioeconomic status of the child who will be using them?
Yes ____ No ____ Comment ______________

2. Is the content intelligible to them (i.e., can they relate the reading to previous experiences)?
Yes ____ No ____ Comment ______________

3. Is the content familiar enough to the child's experiential background to promote a desire in him to read it?
Yes ____ No ____ Comment ______________

4. Do the materials contribute to expanding the experiential background of the child (e.g., study of Congress, policemen, industry, etc.)?
Yes ____ No ____ Comment ______________

B. Do the materials realistically picture story characters in their customary roles:

1. Do the materials present characters with whom the child can identify?
Yes ____ No ____ Comment ______________

2. Do the characters reflect ideals and values of a particular social class (i.e., are they appropriate models for behavior)?
Yes ____ No ____ Comment ______________

3. If there is a family group, are the relationships within the family models of behavior and yet realistic in their portrayal?
Yes ____ No ____ Comment ______________

4. Are a variety of occupations shown realistically?
Yes ____ No ____ Comment ______________

5. Are the story characters dressed in a true-to-life manner?
Yes ____ No ____ Comment ______________

6. Are the characters pictured realistically in their environment, whether it be urban, rural, or suburban?
Yes ____ No ____ Comment ______________

IV. Materials

B. Development. Does the material provide for the emotional and social development of the child?

Evaluation Instruments Attached:

1) Emotional and Social Development Check List

Emotional and Social Development Check List

A. Do the materials help the child to understand himself and his environment in the following ways:

1. Do the materials extend the experiential backgroun of the child?

Yes _____ No _____ Comment _______________

2. Do they reflect American life, leading from the present (the familiar to the past?

Yes _____ No _____ Comment _______________

3. Do the materials inform as well as entertain, giving the child a greater self-knowledge and a greater understanding and appreciation of his environment and the world?

Yes _____ No _____ Comment _______________

4. Do the materials insure success to the child in both the early and later stages of his reading development?

Yes _____ No _____ Comment _______________

5. Are efforts made to motivate the child to read widely outside school?

Yes _____ No _____ Comment _______________

B. Do the materials present value judgments such as the following:

1. Are the values of the group for which the materials are intended clearly presented?

Yes _____ No _____ Comment _______________

2. Are positive values expressed (i.e., Do they tend to stimulate appreciation and acceptance?)?

Yes _____ No _____ Comment _______________

3. Are undesirable values expressed in such a way that children will reject them?

Yes _____ No _____ Comment _______________

Emotional and Social Development Check List--continued

4. Are the materials obviously preaching?

Yes ____ No ____ Comment ______________

5. If a basal series is being used, does the teacher's manual identify the values found in the materials and help the teacher follow up on these values with the children?

Yes ____ No ____ Comment ______________

IV. Materials

C. Format. Do the physical aspects of the material present an inviting and attractive format which adds ease of reading?

Evaluation Instruments Attached:

1) A Practical Format Check List

A Practical Format Check List

1. Is the book durably bound in order to hold up under normal classroom use?

Yes _____ No _____ Comment _______________

2. Are the pages easy to turn?

Yes _____ No _____ Comment _______________

3. Are the materials light enough for easy manipulation?

Yes _____ No _____ Comment _______________

4. Does the overall appearance of the book provide appeal to the age group of the child?

Yes _____ No _____ Comment _______________

5. Is the paper heavy enough to adequately hold the print without showing through?

Yes _____ No _____ Comment _______________

6. Is the paper off-white and dull in finish so that reflection of light by the pages is reduced to a minimum?

Yes _____ No _____ Comment _______________

7. Is the print black enough to show up well under adequate lighting?

Yes _____ No _____ Comment _______________

8. Is the print large enough to accomodate each age group without unncessarily taxing the eyes, while at the same time not appearing childish?

Yes _____ No _____ Comment _______________

9. Does the type of print ensure against letter confusion?

Yes _____ No _____ Comment _______________

10. Is the print well balanced with the margins, illustrations and leadings (space between the lines) on the page?

Yes _____ No _____ Comment _______________

A Practical Format Check List--continued

11. Are pages variously arranged and artistically balanced?

Yes _____ No _____ Comment ______________

12. Is the distance between lines wide enough to break the printed pattern?

Yes _____ No _____ Comment ______________

13. Are the lines of print of an appropriate length for ease in reading?

Yes _____ No _____ Comment ______________

14. Are the margins of sufficient width to allow the child to hold the book without covering part of the print?

Yes _____ No _____ Comment ______________

15. Does the book open flat to allow the child to read from a flat surface?

Yes _____ No _____ Comment ______________

16. Are the paragraphs short and concise with smooth transitions?

Yes _____ No _____ Comment ______________

17. If a basal series is being used, does the teacher's manual correspond well with the child's book?

Yes _____ No _____ Comment ______________

IV. Materials

D. Interest. Does the material provide for appeal to a variety of interests and develop deep and permanent interests in reading?

Evaluation Instruments Attached:

1) Check List of Reading Interests

IV. Materials
D. Interest

Check List of Reading Interests

1. Is the material interesting to children of the age, sex, and background for which it is intended?
Yes ____ No ____ Comment ______________

2. Are differences between interests and rate of development between boys and girls taken into account?
Yes ____ No ____ Comment ______________

3. Are differences in interest related to intelligence and socioeconomic background considered?
Yes ____ No ____ Comment ______________

4. Do the materials have built-in motivational devices and activities related to the child's interest?
Yes ____ No ____ Comment ______________

5. Do the materials have an attractive format and illustrations which will hold the child's interest?
Yes ____ No ____ Comment ______________

6. If a basal reading series is being used, does the teacher's manual provide the teacher with techniques for motivating the child to read through tapping his interests?
Yes ____ No ____ Comment ______________

7. Are the materials helping to satisfy the child's needs (e.g., make him feel worthy, accepted, useful, etc.)?
Yes ____ No ____ Comment ______________

8. Are exceptional children kept interested in the reading program in the following ways:

   a. Is the gifted child kept interested in reading by being given enrichment activities?
   Yes ____ No ____ Comment ______________

   b. Is the underachiever given a lot of easy materials at his independent level so that he is not overwhelmed by the reading process (at his frustration level)?
   Yes ____ No ____ Comment ______________

9. Do the materials relate to the interests the child has in his own subculture?
Yes ____ No ____ Comment ______________

Check List of Reading Interests (cont'd)

10. Do the materials inspire the child to learn (i.e., arouse curiosity; portray knowledge about the world around him; utilize his interests, needs, and concerns)?

Yes ____ No ____ Comments ______________

11. Are literary techniques used to involve the child in what he is reading (e.g., excitement, suspense, humor, etc.)?

Yes ____ No ____ Comments ______________

IV. Materials

E. Validity. Have the reading materials proven worthy for usage through testing and previous application of them?

Evaluation Instruments Attached:

1) Check List of Validity of Reading Materials

Validity of Reading Materials

A. Are the authors competent in the field of reading:

1. Are the authors recognized authorities in the field of reading with the necessary training to qualify them for preparing instructional materials?

Yes ____ No ____ Comment ______________

2. Have the authors used schools in order to evaluate their materials at work in the classroom?

Yes ____ No ____ Comment ______________

3. Have research methods been used to validate the content and methods of the reading materials?

Yes ____ No ____ Comment ______________

4. Have the authors involved themselves recently in reading research projects?

Yes ____ No ____ Comment ______________

B. Can the teacher be reasonably sure that he can couple his teaching methods with the use of these reading materials in order to develop in the child more reading power and a desire to read:

1. Do the reading materials build readiness at each new level of skill development?

Yes ____ No ____ Comment ______________

2. Is provision made for building a larger reading vocabulary?

Yes ____ No ____ Comment ______________

3. Do the children receive practice in identifying unfamiliar words?

Yes ____ No ____ Comment ______________

4. Do the reading materials give incentive for following the subject matter beyond the basal texts?

Yes ____ No ____ Comment ______________

5. Do the materials provide for measuring pupil achievement?

Yes ____ No ____ Comment ______________

6. Do the materials discover reading deficiencies and have a means for eliminating them?

Yes ____ No ____ Comment ______________

Validity of Reading Materials (cont'd)

7. Do the materials meet the individual differences in ability, skill, and interest of each child?
Yes ____ No ____ Comment ______________

8. Are selections and materials for the children of a wide variety?
Yes ____ No ____ Comment ______________

9. If the teacher is using a basal series, does the teacher's manual provide helpful instructional suggestions as well as valid methods for better teaching?
Yes ____ No ____ Comment ______________

C. Are the materials suitable to the school for which they are being used:

1. Are the goals, purposes, or objectives of the materials consistent with the philosophy of teaching of the school?
Yes ____ No ____ Comment ______________

2. Are all phases of the reading program covered by the materials?
Yes ____ No ____ Comment ______________

3. Are the materials economical enough for the adopting school?
Yes ____ No ____ Comment ______________

4. Are the materials worth the cost, or are there others of the same kind available which are more economical?
Yes ____ No ____ Comment ______________

IV. Materials

F. Illustrations. Do the illustrations in the material provide both informational data and aesthetic appeal?

Evaluation Instruments Attached:

1) Illustrations Check List

Illustrations Check List

1. Do the illustrations add to the over-all value of the text?

Yes _____ No _____ Comment ______________

2. Are the illustrations aesthetically appealing and of interest to the child's age group?

Yes _____ No _____ Comment ______________

3. Do the illustrations aid the child in deciphering unknown words in the text?

Yes _____ No _____ Comment ______________

4. Are the illustrations pertinent to the text, aiding the child in the portrayal of main characters, action, etc.?

Yes _____ No _____ Comment ______________

5. Do the illustrations supplement the text by motivating the child to read on, while at the same time not giving away important happenings and ideas which are more effective when read?

Yes _____ No _____ Comment ______________

6. Are technical illustrations (graphs, tables, charts, models, etc.) accurate in the following ways:

a. Are technical illustrations consistent with the text?

Yes _____ No _____ Comment ______________

b. Is the information depicted in the illustrations up-to-date?

Yes _____ No _____ Comment ______________

c. Can the illustrations be easily referred to?

Yes _____ No _____ Comment ______________

d. Do they include all relevant details?

Yes _____ No _____ Comment ______________

Illustrations Check List--continued

e. Is size accurately represented?

Yes _____ No _____ Comment ______________

7. Do the illustrations create mood and feeling as well as thought and action?

Yes _____ No _____ Comment ______________

8. Do the illustrations attract the child by the use of a variety of sizes, shapes, colors, texture, movement, and balance?

Yes _____ No _____ Comment ______________

9. Are some of the illustrations reproductions of artistic masterpieces (i.e., sculpture, architecture, and design)?

Yes _____ No _____ Comment ______________

10. Do the illustrations correlated with many elements found in our culture (e.g., reflect the multi-ethnic, urban-suburban, and varied socio-economic character of our society)?

Yes _____ No _____ Comment ______________

IV. Materials

G. Balance. Does the material present a balance between fiction and true-to-life happenings?

Evaluation Instruments Attached:

1) Check List of Balance of Materials

IV. Materials
G. Balance

Check List of Balance of Materials

1. Is there a wide choice and a good balance of story styles:
    a. Between modern stories and old favorites? Yes ____ No ____
    b. Between realistic and fanciful? Yes ____ No ____
    c. Between humorous and serious? Yes ____ No ____
    d. Between informational and fictional? Yes ____ No ____
2. Does the series include poetry Yes ____ No ____
3. Does the series include plays? Yes ____ No ____
4. Is there variety in the story settings:
    a. For both rural, urban, and inner-city children? Yes ____ No ____
    b. For children in all sections of the country? Yes ____ No ____
5. Is there balance and variety in characterization (characters which are realistic and well defined in the story)? Yes ____ No ____
6. Are the plots of stories coherent, trenchant, and well-integrated? Yes ____ No ____

GLOSSARY*

Accent The relative degree of breath force with which a syllable is spoken.

Achievement Age The performance level for a given achievement test in which the performance level is stated in terms of the chronological age group for which this performance level is average.

Achievement Test A test which measures the degree to which a person has achieved in a given subject field or in the general aspects of schooling.

Age Norms Values representing average performance for persons according to chronological age.

Alternate-form Reliability The correlation between results on alternate forms of a test.

Anecdotal Report A written record of observed behavior.

Aphasia The inability to use language symbols.

Arithmetic Mean The sum of a set of test scores divided by the number of scores.

Auditory Discrimination The ability to differentiate between sounds.

Basal Reader Approach A reading program in which instructional content and methodology are determined through the use of a series of basal readers.

Battery A group of tests that have been standardized on the same population and whose results are of value individually, in combination and/or totally.

Centile A scaled score below which are any given percentage of cases.

Checklist Words, phrases, or statements to be checked according to directions by an observer.

Cloze Procedure A testing method in which words from a passage are deleted and underlined spaces substituted. Subjects attempt to fill in the spaces with the correct words.

Consonant A speech sound that is characterized by a modification of the discharged breath by the lips, teeth, tongue or palates.

Consonant Blend The combination of two or more consonant sounds without intervening vowel sounds.

Consonant Digraph Two consonants which are sounded as a single sound.

Content Area Approach A reading method in which reading instruction is provided as a part of the instructional program in one or more of the content subjects e.g. science, social science, etc.

Correlation The degree of relationship between two or more variables.

Decile One of the nine percentile points that divide a rank distribution into ten parts each containing ten percent of all cases.

Derived Form A root word plus one or more prefixes and/or suffixes.

Diagnostic Test A test designed to locate specific strengths and/or weaknesses of a person.

Digraph Two successive letters which are sounded as a single sound.

Diphthong Two vowels which are combined to form a single blended sound.

Dyslexia Language disorder in which the ability to read, write and spell are not commensurate with intellectual ability.

Equivalent Form Two or more forms of a test with similar content and item difficulty that will yield scores with similar averages and of similar variability for a given group.

Experience Approach A reading approach in which the instructional program is based on real experiences the children have had.

Factor Analysis One of several methods of analyzing the intercorrelations among a set of variables.

Frequency Distribution A tabulation of scores from high to low or from low to high showing the number of persons who obtained each score or whose score fell in the group of scores.

Frustration Reading Level The level at which the child reads with more than 5 word recognition errors in 100 words (below 95%) with below 50% comprehension.

Grade Equivalent A score based upon the grade (year and month) achieved by average individuals in that grade level.

Grapheme A functional graphic unit not able to be divided; the smallest written unit.

Hawthorne Effect The situation in which the fact that a person knows he is involved in an experiment or receiving special treatment will effect his performance.

Independent Reading Level The level at which a child can read with no more than one word recognition error in each 100 words (99%) with at least 90% comprehension.

Inflected Form A root or derived word to which an inflectional ending has been added, i.e. -s, -es, -'s, -ed, -est.

Instructional Reading Level The level at which the child can read with no more than 5 word recognition errors in 100 words (95%) with at least 80% comprehension.

Intelligence Quotient The ratio of a person's mental age to the mental age normal for his chronological age.

Intonation Structure or pattern of pitch.

Inventory Test A test designed to appraise an individual's status in a particular are, e.g. attitudes, interests, skills, etc.

Item Analysis Any one of a number of processes used to assess the discrimination characteristics (difficulty value) of a test item as it correlates with some criterion.

Kuden-Richardson Formula(s) A formula used to estimate the reliability of a test on the basis of information about the individual items or the mean score, standard deviation, and number of items in the test.

Listening Level The level at which the child can comprehend 75% of the material read to him by the examiner.

Locally Constructed Test A test designed and constructed by local persons rather than a commercial test publisher. The test may or may not have norms.

Median The middle score in a ranked distribution of scores.

Mental Age The chronological age for which a given performance on an intelligence test is average or normal.

Mode The most frequent score in a distribution of scores.

Morpheme An indivisible meaning unit in the structure of words, e.g., cat, re-, -ed, -est.

Normal Distribution A symmetrical distribution of scores about the mean based on the assumption that variations from the mean are by chance. In graphic form the distribution takes on a distinctive bell-shaped curve.

Norms Test performance of specific groups described in statistical terms and often assumed to be representative of some larger population.

Objective Test A test on which scores can not possibly have different opinions as to whether responses are right or wrong.

Percentile Any one of the 99 point scores that divide a ranked distribution of scores into groups each containing 1 percent of the scores.

Personality Test A test designed to assess one or more of the aspects that constitutes the mental, emotional, and temperamental make-up of an individual.

Phoneme The smallest significant unit of sound. In English there are about 45 phonemes; 21 consonants; 9 simple vowels; the balance are combinations.

Phonemics The systematic use of speech sound in a specific language.

Phonics That aspect of reading instruction in which the speech sounds of letters and groups of letters are taught.

Phonic Analysis The process of sounding letters and groups of letters to determine how a word is pronounced.

Phonetics (phonology) The field or discipline concerned with speech sounds.

Power Test A test designed to assessperformance level rather than speed of response.

Practice Effect The effect of a previous experience with a test on a later examination on the same or similar test.

Primary Accent The syllable in a word receiving the main accent.

Profile The results of one or more tests or sub-tests of a single test presented in graphic form; usually bar or line graphs.

Prognosis Test A test designed to assess skills and abilities that are prerequisite for success in a particular field in order to be able to predict future success or failure in that field.

Projective Technique A technique for assessing a subject's personality by having him respond to a series of stimuli such as ink-blots, pictures, unfinished sentences, etc.

Quartile Any one of the three points that divide distribution of scores into four equal groups, each group containing 25 percent of the scores.

Questionnaire A list of questions requiring "yes"-"no", numerical, and/or narrative responses. Analysis is conducted by classifying the responses and computing the percentage of subjects that responded according to each classification.

Random Sample A sample drawn according to the law of chance in such a way that every member of the population has an equal chance of being drawn.

Range The difference between the highest and lowest score in a distribution of scores.

Raw Score The unconverted and uninterpreted quantitative results of a test scored according to specific criteria.

Readability Level The reading difficulty of reading material expressed in terms of the grade level at which the normal or average individual would be expected to read the material successfully.

Readiness A condition of adequacy with reference to the elements of the activity to be undertaken.

Readiness Test A test designed to assess the ability to engage in a new or different type of activity.

Reading The process of perceiving and understanding symbols in relation to the meaning they carry.

Reliability The degree to which a test is consistent in measuring whatever it measures.

Remedial Reading Reading instructions designed for specific or general reading defects and generally given outside the regular reading program.

Representative Sample A sample that matches the population it represents with respect to those characteristics that are considered important for the particular purpose for which the investigation is being made.

Scholastic Aptitude The combination of native and acquired abilities that is needed to do school work.

Secondary Accent A syllable in a word receiving relatively less accent than the primary accent.

Sight Words Words recognized on the basis of their shape and/or configuration rather than their phonetic elements.

Sociometry The assessment of the interpersonal relationships that exist among members of a group.

Spearman-Brown Formula A formula for estimating the reliability for an entire test on the basis of the correlation between two halves of the test.

Split-half Coefficient (See Spearman-Brown Formula.)

Standard Deviation A measure used to express the variability (the extent of deviations from the mean) of a set of scores.

Standard Error An estimate of the amount by which an individual's obtained score differs from his hypothetical true score.

Standardized Test A test for which norms have been developed according to prescribed conditions.

Stratified Sample A sample in which cases are drawn according to predetermined controls, e.g. geographic region, economic background, grade, sex, etc.

Structural Analysis A word analysis technique in which the reader identifies meaningful units within the words, i.e. roots, suffixes, prefixes, syllables, inflectional endings, and relates them to the total word.

Survey Test A test designed to assess general achievement for the purpose of establishing group status.

Syllable A pronunciation or written unit of a word in which a vowel alone or in combination with one or more consonants is found.

Test-retest Coefficient A coefficient of reliability based on the correlation of scores obtained on administrations of the same test. A short interval is usually provided between tests.

True Score A score hypothetically free of errors of measurement.

Validity The extent to which a test measures the thing it is intended to measure.

Visual Discrimination The ability to discern differences and likenesses between visual patterns, e.g. letter forms, word pictures, geometric designs, etc.

Voiced Sound A sound in which air is forced through the vocal cords causing them to vibrate.

Voiceless Sound A speech sound which is produced without vibrating the vocal cords.

Vowel A speech sound that is produced by a comparatively free passage of air from the lungs through the lips without intervening stops or obstructions.

Vowel Digraph Two vowels which are sounded as a single sound.

Word Analysis A technique of analyzing a word according to its structural and/or phonetic parts.

Word Recognition The process of identifying words according to any one or a combination of the word recognition techniques, e.g. phonetic analysis, structural analysis, etc.

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* The authors are grateful to the following publishers for permission to use in part or whole definitions from their publications:

A Glossary of Measurement Terms. Published by CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940.

Lennon, Roger T. "A Glossary of 100 Measurement Terms," *Test Service Notebook, No. 13.* Published by Harcourt, Brace and World, Inc. 757 Third Avenue, New York, New York 10017.